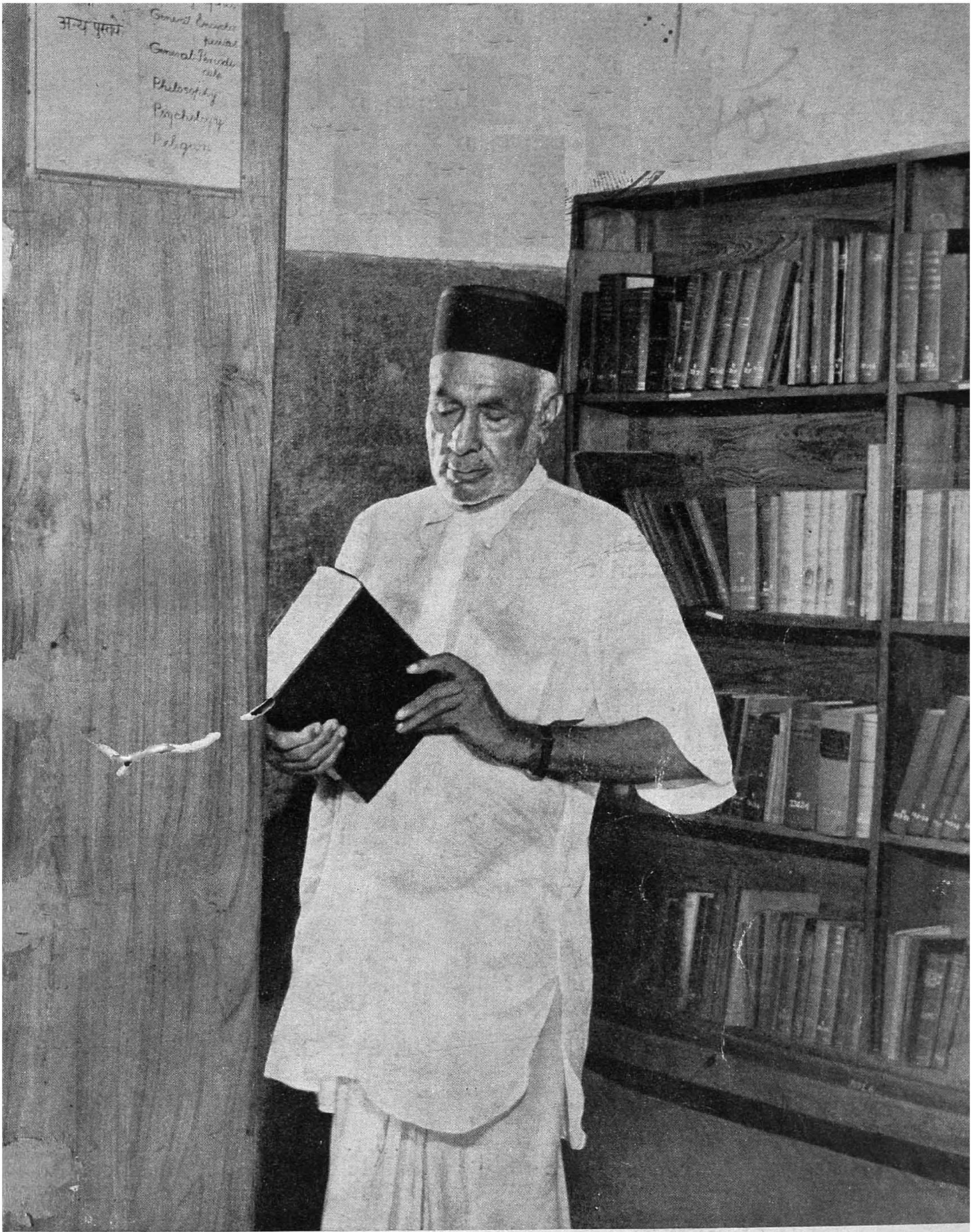

THE JOURNAL

OF THE INDIAN LIBRARY ASSOCIATION

SPECIAL NUMBER ON THE U.N.E.S.C.O. INTERNATIONAL SEMINAR
ON PUBLIC LIBRARY DEVELOPMENT IN ASIA
HELD AT DELHI, OCTOBER 6th–26th, 1955

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Editors of the Journal: B. S. Kesavan and N. C. Chakravarti.

CONTENTS

Page

Editorial 1

West Bengal Library Conference 9

बिहार राज्य पुस्तकालय संघ—पूर्णियां का सप्तम अधिवेशन 11

Asia and the Modern Public Library 13
Frank M. Gardner

A Building Program for a Public Library 25
Charles M. Mohrhardt

Selection and Use of Audio-visual Materials and Equipment in Public Libraries in Asia 39
M. M. L. Tandon

Public Library Reading Tastes in Thailand 46
Maenmas Chavalit

Public Library Reading Tastes in Philippines 48
Luis Montilla

Book Selection in Public Libraries in Asia 52
L. M. Harrod

Provision and Maintenance of Elementary Reading Material for Adults—Provisional Discussion Outline 58
H. A. Qazi

A Selective List of Recent Publications and Films in English and French on the Subject of the Seminar 65

Questionnaire—I 94

Questionnaire—II 95

The Editors are deeply grateful to the authorities of U.N.E.S.C.O. and to the Director of the Delhi Public Library Seminar in particular for gracious permission to include in this special issue some of the working papers of the Seminary.

EDITORIAL

Announcement

On the 26th of January, 1954, the Executive Committee of the Indian Library Association passed the following resolution:

> 'The Executive Committee recommends that the policy of the Journal be such that it should be both descriptive and informative of Library effort in all parts of the country. The pages of the Journal should be open for discussion on topics considered as being of importance to the profession in any locality. An attempt should be made to make the Journal suit the realities of the present-day needs of Indian libraries and librarianship. The contents of the Journal will be diversified by the appropriate illustrative material.
>
> The Executive Committee desires to consult the Council about this suggested change in the policy of the Journal and would also recommend the change of the name to *Journal of the Indian Library Association*.'

The minutes of the meeting containing this resolution was circulated to the members of the Council and no objection was forthcoming from any member of the Council to any part of the resolution. Accordingly this issue of the Association's Journal comes out under its new title.

For various reasons it has not been possible to publish the Journal earlier and this interruption in service to our readers is deeply regretted. Henceforward the Journal will come out with regularity. Those whose subscriptions are pending with us will receive this issue and other issues until such time as our dues with them are cleared. Thereafter a renewal of the subscriptions will be asked for.

The Delhi Public Library

We are very happy to have such auspices to bring out the Journal of our Association under its new name, as is being provided by the Seminar on Public Library Development in Asia that is being held at Delhi from the 6th of October to the 26th of the month under the sponsorship of the Unesco. This Seminar is to do some loud thinking as to the results that have been achieved by the Delhi Public Library Project. It is very well to recall here the eloquent paragraph of the Unesco's *manifesto* issued in the later half of 1949. It is a statement of 'Profound faith in the value of book service to the common people of Nation' by the Unesco. It runs as follows:

> 'The public library is a product of modern democracy and a practical demonstration of democracy's faith in universal education as a lifelong process. Though primarily intended to serve the educational needs of adults, the public library should also supplement the work of the schools in developing the reading tastes of children and young people, helping them to become adults who can use books

with appreciation and profit. As a democratic institution, operated by the people for the people the public library should be: established and maintained under clear authority of law; supported wholly or mainly from public funds; open for free use on equal terms to all members of the community, regardless of occupation, creed, class or race.'

'The complete public library should provide: books, pamphlets, magazines, newspapers, maps, pictures, films, music scores and recordings and give guidance in their use.'

'The public library should offer children, young people, men and women opportunity and encouragement to educate themselves continuously, to keep abreast of progress in all fields of knowledge, and to maintain freedom of expression and a constructively critical attitude towards all public issues; to be better social and political citizens of their country and of the world; to be more efficient in their day-to-day activities; to develop their creative capacities and powers of appreciation in arts and letters; to aid generally in the advancement of knowledge and to use their leisure time to promote personal happiness and well-being.'

'A vital community force, the public library should be active and positive in its policy and a dynamic part of community life. It should not tell people what to think, but it should help them to decide what to think about. The spotlight should be thrown on significant issues by exhibitions, discussions, lectures, courses, films and individual reading guidance. Reading interest should be stimulated and the library's service publicized through a well-planned continuous public relations programme. The public library should link its activities with the work of the other educational, cultural and social agencies—the schools, universities, museums, labour unions, study groups, adult education groups, etc. It should also co-operate with other libraries in the loan of publications and with library associations for the advancement of public librarianship.'

'The books in the library should be made accessible on open shelves and by use of efficient technical processes; and the library's services should be brought close to the homes and work places of the people by means of branches and mobile units. With a well-trained resourceful and imaginative staff, and adequate budget and public support, a public library can become what it should be—a university of the people offering a liberal education to all comers. Citizens of a democracy have need of such opportunities for self-education at all times. The complexity and instability of life today make the need an urgent one!'

This statement of faith was very soon followed by a concrete affirmation of it when an agreement was signed between the Government of India and the Unesco on the 22nd May, 1951, covering the four years 1951–54 whereby this international experiment in librarianship designated the Project as the Delhi Public Library. It was made clear that this Project was to carry out the policy of the Unesco Public Libraries manifesto the kernel of which has just been quoted. The Ministry of Education in consultation with the Unesco agreed upon a site right opposite the Delhi Railway station and in the very heart of old Delhi. Fortunately, the building in which this Project was to be located, though meant for a Military Canteen, adapted itself to the purpose of the authorities quite happily.

The Library Board of eleven members was called the Delhi Library Board and it was to function under the direction and control of our Government. The Chairman of the Board, Dr. Yudhvir Singh, President of the Delhi Municipal Committee, was nominated by the Hon'ble Minister for Education. The rest of the Board was constituted as follows:

(i) Vice-Chairman to be nominated by the Director-General of United Nations Educational, Scientific and Cultural Organisation (Sri S. Das Gupta).

(ii) One member to be nominated by Unesco (Mr. Patrick Young).

(iii) Two members representing the Government of India to be nominated, one each by the Ministries of Education and Finance (Janab K. G. Sayyadain and Sri P. C. Mukherjee).

(iv) One member to be nominated by the Chief Commissioner, Delhi.

(v) Two members to be elected by the Delhi Municipal Committee.

(vi) One member to be elected by the Delhi District Board, and

(vii) Not more than three experts whose technical qualifications or special experiences are likely to be useful to the Board in its work to be co-opted by the Board.

(viii) In addition, the Director-General of United Nations Educational, Scientific and Cultural Organisation may, in agreement with the Government of India from time to time, appoint foreign specialist consultants for the Library who shall be entitled to attend all meetings of the Board and participate in its discussions but may not vote (Mr. Edward Sydney and Mr. Frank Gardner).

This Board set about to realise the aim of the Project 'providing for the people of the city of Delhi a public library service and a community centre for popular education which may be a model for all public library developments in India and in other countries where similar development of public libraries is undertaken; and which may serve the needs of all members of the civic community without distinction of class, creed, occupation or race, and especially those of neo-literates.'

The first step taken was to choose the Director of this Project and send him abroad for training and experience. Mr. D. R. Kalia, who was then the Librarian of the Central Institute of Education in the University of Delhi, was chosen for this purpose and for nearly seven months he toured the U.S.A. and the U.K. Mr. Edward Sydney, Librarian of the Borough Leyton, London, England, a Senior Librarian of great experience, was chosen to assist the Ministry of Education and the Library Board to put through this Project.

Fifty thousand rupees were allocated for the purchase of the initial stock of 10,000 volumes in Hindi and Urdu. Five hundred dollars worth of books were endowed by C.A.R.E. Suitable staff was recruited to assist the Director in preparing for the opening of the Delhi Public Library which momentous event took place on the 27th October, 1951.

Our Prime Minister Shri Jawaharlal Nehru inaugurated the Delhi Public Library under the Presidentship of our Education Minister, Maulana Abul Kalam Azad, in the presence of a very distinguished gathering. Messages of goodwill and congratulations were received from our President, Dr. Rajendra Prasad, and the Director-General of Unesco, Dr. Jaime Torres Bodet and others.

The Lending Section, the Newspaper Room, the Processing Section and the Section for children and social education are kept busy twelve hours a day throughout the year, including Sundays and holidays.

Membership to this Library is free and when a person cannot find any guarantee he has to deposit money before he can borrow a book. During the early months of its opening, nearly 850 people used it per day and the trend is that the use of the Library will so increase that the book stock cannot possibly cope with the demand. The children's Library, the first of its kind in this country, with its activities room is exceedingly popular and is sure to inspire many such other units in the country.

Mr. Edward Sydney was succeeded by Mr. Frank Gardner, Librarian of Luton, England, as Unesco Consultant in November, 1951. The work of these two pioneers has firmly laid the foundation of this Project which will be an abiding inspiration to the present Director, Mr. D. R. Kalia, whose apprenticeship during these eventful opening years of the Library under the Unesco Consultants has borne rich fruit.

In this issue we are publishing, by the kind permission of the Director of the Seminar, a few of the working papers that will be discussed in the Seminar. We wish we had space to print all of them! We mean no discrimination in choosing the papers. Mr. Charles M. Mohrhardt's paper on a building programme for a public library is of paramount interest to all of us at this stage of development of public libraries, and therefore it has been chosen for publication. The rest of the papers by M. L. Tandon, Maenmas Chavalit, Luis Montilla, L. M. Harrod and H. A. Qazi have been included because of the Asian bias in them. Mr. Frank Gardner's paper is the main paper of the Seminar and chooses itself automatically. The questionnaire issued by the Delhi School of Social Work and printed here by their courtesy is indicative of how systematically the preliminary work of the Seminar has been done. As to the bibliography of publications which is relevant to the Seminar, it is published as an Appendix and needs no apology.

We hope in our next issue to publish some of the other working papers as also an account of the Seminar.

The Indian Library Association welcomes this Seminar with all its heart and wishes the deliberations every success and looks forward to the publications of the results most eagerly. It also congratulates the capable Director of the Delhi Public Library for such fruitful work during all these years.

We cannot close without bringing to mind at this juncture the late Maharaja Sayajirao Gaekwad of Baroda, whose vision and foresight anticipated this experiment as far back as 1911 and who gave concrete shape to his vision by shaping the Baroda Library system with its implications of free access to books to man, woman and child in his State. We should like to pay tribute to his memory at this point of time. Had he lived he would have rejoiced at this great adventure undertaken co-operatively by the Government of India and the Unesco.

The Government of India have nominated the following as its delegates to the Conference:

Sri B. S. Kesavan.
Sri T. D. Waknis.
Sri Harisarvottama Rao.
Sri Naval Kishore Gour.
Sri D. R. Kalia.

Good News

The Indian Association of Special Libraries and Information Centre (IASLIC) has been formed in Calcutta on the 3rd September, 1955, with Dr. S. L. Hora, the Director of the Zoological Survey of India, as its President, and Sri Jibananda Saha, Chief Librarian, Indian Statistical Institute, as its General Secretary. Messrs. A. K. Mukherjee and G. B. Ghosh, Librarians respectively of the Department of Anthropology and Geological Survey of India, are its Joint Secretaries. Mr. B. S. Kesavan, Librarian, National Library, Dr. P. Sheel, Head of the Indian National Scientific and Documentation Centre at Delhi, and Dr. N. Dutta-Majumdar, Director, Department of Anthropology, are its Vice-Presidents. Sri N. Moitra, Librarian of the College of Engineering and Technology, is its Treasurer. Sm. Aloka Mitra and Sri K. R. Sehgal are its Assistant Secretaries.

The following are the members of the Committee:—

Sri B. N. Atrishi. Examiner of Patents-in-Charge, The Patent Office (Technical), Calcutta 17.

Sri P. C. Banerjee. Librarian, Central Glass & Ceramic Research Institute, Calcutta 32.

Sri S. Banerjee. Assistant Librarian, Indian Statistical Institute, Calcutta 35.

Sri K. Banerjee. Research Assistant to the Deputy Agent, Tata Iron & Steel Co., Ltd., Jamshedpur.

Sri K. Bhattacharya. Librarian, Institute of Nuclear Physics, University College of Science, Calcutta.

Sri P. C. Bose. Librarian, Central Library, Calcutta University, Calcutta.

Sri S. Das Gupta. Librarian, Delhi University, University Buildings, Delhi 3.

Sri Datar. British Council Library, Calcutta 16.

Sri D. Ganguly. Librarian, All-India Institute of Hygiene & Public Health, Calcutta.

Sri S. Ghosal. Librarian, Zoological Survey of India, Indian Museum, Calcutta 13.

Sri D. N. Marshall. Librarian, Library of the Bombay University, Bombay 1.

Sri S. K. Mukherjee. Deputy Librarian, Central Library, University of Calcutta, Calcutta 12.

Sri A. Neelameghan. Librarian, Madras Medical College, Madras 3.

Dr. B. V. Raghavendra Rao. Librarian, Indian Institute of Science, Bangalore 3.

Sri Dhanapat Rai. Technical Librarian, Defence Science Laboratory, N.P.L. Buildings, New Delhi.

Sri B. Roy. Assistant Librarian, Indian Statistical Institute, Calcutta 35.

Sri G. P. D. Roy. Librarian, Indian Association for the Cultivation of Science, Calcutta 32.

Sri P. B. Roy. Librarian, Commercial Library Department of Commercial Intelligence & Statistics, Calcutta.

Sri D. C. Sarkar. Librarian, Bengal Engineering College, Howrah.

Sri Vasudevan Vayalambrone. Assistant Librarian, United States Information Service, Calcutta 13.

We heartily welcome the formation of this Association and we feel that it was long overdue. Special Library Associations in England and America have done remarkable work in setting, discussing and helping to solve the many problems peculiar to Special Libraries. The emphasis on documentation in special libraries is something which requires special attention. It is amusing to recall how at one time in the history of the Library development it was thought the formation of the Special Libraries Association in England to be a schism which would harm the National Library Association. We all now know that those have proved empty fears and far from weakening the National Library Association it gives it greater strength. The columns of this Journal will be opened to the sponsors of this Association not only until such time as they can bring out their own Journal but even afterwards.

News has come in just now that Dr. S. R. Ranganathan has been elected as an honorary member of the Indian Association of Special Libraries and Information Centres. Honorary membership of this Association is limited to twenty-five persons, and not more than two can be elected in any year for the honorary membership of the Association.

The Indian National Bibliography

By the passing of the Delivery of Books Law every publisher in the country, including Government Agencies, will, by law, send a copy of every publication in this country to the National Library at Calcutta and to three other Libraries to be specified later by the Central Government. Already these publications have started coming into the National Library and their tempo is increasing every day. The Central Government have sanctioned staff which is to form part of the National Central Library at Delhi when it comes into being. But till then they will work in the National Library, Calcutta, to compile the National Bibliography of India. The Government of India have appointed a Committee under the Chairmanship of Sri B. S. Kesavan, the Librarian of the National Library, and consisting of Sri D. N. Marshall, the Librarian of the University of Bombay, Sri S. S. Saith, the Librarian of the External Affairs Ministry, Sri N. M. Ketkar, the Librarian of the Central Secretariat Library, Sri Y. M. Mulay, the Deputy Librarian of the National Library, Sri C. R. Banerjee, the Superintendent of the Acquisition Division of the National Library, Sri A. K. Ohdedar, the Senior Bibliographical Assistant of the National Library and Sri Benoyendra Sen Gupta, the Superintendent of the Cataloguing Division of the National Library, as members of the Committee, to determine the policy of compilation and other details connected with it. This Committee will be meeting in the end of October to finalize decisions.

Sahitya Akademi Bibliography

The Sahitya Akademi has embarked upon a fine project of a retrospective select Bibliography of significant publications of abiding interest which has been published in this country between 1901 and 1953. The following are the scholars in charge of the compilation of their respective languages:—

1. Assamese. Dr. Birinchi Kumar Barua, Secretary, University Classes, Gauhati University, Gauhati.
2. Bengali. Dr. Sukumar Sen, 27 Goabagan Lane, Calcutta 6.

3. Gujarati. Sri Umashankar Joshi, Choksi Nivas, Near Panchvati, Ellis Bridge, Ahmedabad 6.
4. Hindi. Dr. Hazari Prasad Dwivedi, Head of the Hindi Department, Banaras University, Banaras 5.
5. Kannada. Prof. A. N. Moorthy Rao, Kannada Sahitya Parishat, Chamrajapet, Bangalore 2.
6. Kashmiri. Mirza Ghulam Hussain Beg 'Arif', c/o Ministry of Development, Secretariat, Srinagar, Kashmir.
7. Malayalam. Sri S. Kunjan Pillai, Editor, Malayalam Lexicon, University of Travancore, Trivandrum.
8. Marathi. Sri Shankar Ganesh Date, 110/8/1 Sadashiv Peth, Poona 2.
9. Punjabi. Dr. Ganda Singh, Director of Archives, Patiala.
10. Tamil. Prof. L. P. Kr. Ramanathan Chettiar, Annamalai University, Annamalainagar.
11. Telugu. Dr. G. V. Seethapathy, Chief Compiler, Telugu Encyclopaedia, Madras University, Madras.
12. Urdu. Prof. A. A. Suroor, Niamtullah Road, Lucknow.

The Sanskrit, English and Oriya sections of the Bibliography are being compiled by the staff of the National Library.

Sri B. S. Kesavan, the Librarian of the National Library, is acting as the Technical Adviser to the Sahitya Akademi apropos this compilation.

Welcome Home

During recent years a number of our Librarians have gone abroad and come back enriched with experience and ready to undertake responsibilities that await them with a fuller knowledge of modern Library trends in the world. We welcome them back home and will look forward to their contributions in their respective fields during the coming years. Mr. S. S. Saith, the Librarian of the External Affairs Ministry, spent six months in America under the Smith-Mundt Fellowship. Sri Bimal Dutta, the Librarian of the Santiniketan University, was also in America for six months under the same Fellowship, and on their way back home both Mr. Saith and Mr. Dutta acquainted themselves with several important European Libraries. Under the Wheat Loan Fund the Librarians mentioned below spent five months in the United States participating in the actual work of Libraries, Seminars, discussions, etc. They attended the Annual General Conference of the American Library Association in New York and visited University Libraries in ten States. Participation in the Seminar at Chicago University Graduate Library school, a visit to the Library of Congress at Washington, a meeting with the American Book Publishers' Council and a visit to U.N. Headquarters were among the features of their tour. Messrs. S. Das Gupta, Head of the Department of Library Science, University of Delhi; Syed Bashiruddin, Librarian, Aligarh Muslim University; Nabi Ahmad, Jamia Millia, New Delhi; Amarnath Sharma, Librarian, Delhi Polytechnic; J. S. Anand, Librarian, Central Educational Library; S. Ramabhadran, Assistant Librarian, Delhi University; M. B. Vajifdar, Assistant Librarian, Tata Institute of Fundamental Research, Bombay; K. R. Desai, Librarian, Gujarat University; P. C. Basu, Acting Librarian, Calcutta University; B. C. Banerjea, Assistant Librarian, Visva-

Bharati University; D. C. Sarkar, Librarian, Bengal Engineering College, and B. V. Raghavendra Rao, Librarian, Indian Institute of Science, Bangalore, comprised the group of Librarians who went abroad under the Wheat Loan Programme.

Mr. M. L. Tandon of the Delhi Public Library has just returned from visits to America and Europe. His trip was sponsored by the Unesco to enable him to gain experience of modern Public Library trends in these countries so as to assist him in his work at the Delhi Public Library.

Messrs. Das Gupta, Bashiruddin and Bimal Dutta are all busy helping in the building of new University Libraries at Delhi, Aligarh and Santiniketan, for which special grants have been given by the Central Government. The Delhi University building has progressed to a considerable extent. The other two projects are well under way. The experience gained during the recent American and European tour will be invaluable to them, and we are looking forward to the day when these Libraries will actually be inaugurated.

Madhya Pradesh Library Conference

On the occasion of its Diamond Jubilee, the Rajaram Library of Nagpur has invited the Madhya Pradesh Library Conference to meet at Nagpur on Saturday, the 29th October, 1955. Mr. Y. M. Mulay, Deputy Librarian, National Library, Calcutta, will preside over the deliberations of the Conference.

THE NEXT ALL-INDIA LIBRARY CONFERENCE

Bihar, Bombay and Bengal invited the Indian Library Association to hold its next Conference in their respective areas. The Executive Committee was very grateful to them for these kind invitations, and for a number of reasons accepted the invitation of the West Bengal Library Association to hold the Library Conference at Calcutta during the last week of February, 1956. In our next issue, full details will be forthcoming about the programme of the Conference.

WEST BENGAL LIBRARY CONFERENCE

The Ninth Bengal Library Association Conference was held at Kidderpore in Calcutta at the invitation of the Hem Chandra Pathagar on the 8th and 9th April, 1955. Dr. Hemendra Prasad Ghose, Doyen of Journalists in Calcutta, opened the Exhibition specially organised for the Conference and stressed on co-ordination of Government and non-Government effort in the field of Library development and organisation. The Chief Minister of West Bengal, Dr. B. C. Roy, inaugurated the Conference and appealed to the Librarians to assess how much of Government expenditure on existing Libraries is being really useful.

The general President of the Conference was Shri P. K. Mukherjee who was lately the Librarian of Viswa-Bharati. In his Presidential Address he urged on the public to establish public libraries in the real sense of the word. He also appealed to the local libraries to collect systematically local archives and preserve them as a record of local history. He desired that index of periodicals in Calcutta Libraries be published to help scholars.

There were five business sessions of the Conference. The first session discussed the main topic of the rôle of libraries and social education with special emphasis on the co-ordination of Government and non-Government efforts in West Bengal. The Social Education Officer of West Bengal, Shri N. R. Roy, presided over the session, and Messrs. M. N. Roy and S. K. Mukherjee presented the working papers for discussion.

The rôle of technicians in the Library movement was the theme of the second session under the Chairmanship of Shri B. S. Kesavan, and the main paper was presented by Shri Chittaranjan Banerjee of the National Library. Dr. A. K. Ohdedar of the National Library also read a paper on the rôle of statistics in the Library movement. The third session discussed the position of libraries in school and college education under the Chairmanship of Principal P. C. Bose, and the working paper was presented by Shri M. L. Banerjee. After the third session, the Mayor of Calcutta, Shri N. N. Mukherjee, presided over a public meeting. Shri B. S. Kesavan in his address pointed out that the most populous city in India and a famous metropolis of the world could not boast of a Municipal Library. Financial distress can never be eliminated from the life of a Municipality but ways and means should be found, whatever the difficulties, to start Municipal Public Libraries in Calcutta. The Mayor in his reply said that the Calcutta Corporation was making financial grants to 150 Libraries in the city and pointed out that of establishment of a central Municipal Library might starve these 150 institutions of their grants. However, he stated that the Calcutta Corporation had a plan to establish zonal libraries and one of them might be established during the course of the year. The fourth business session discussed the theme of the problems of library workers in West Bengal, under the Chairmanship of Shri B. S. Kesavan, and Shri S. Banerjee presented the working paper. The fifth business session was unique. On the platform were the representatives of writers, publishers, editors and illustrators. Each of them was discussing the problems of book production and book service in the Province. The late R. N.

Chakra presided over the session, and Messrs. Sarvasri Ranjit Chatterjee, Sumathanath Ghosh, Sailen Guha Roy, Purna Chandra Chakravarti and Dakhinaranjan Bose were the main speakers.

The Governor of West Bengal, Dr. H. C. Mookerjee, addressed the concluding session of the Conference and stressed on the need of good libraries which are a powerful medium for cultural uplift in the country. In our country where illiteracy was rampant, the libraries can do a lot in eliminating this evil. Sri B. B. Pal, the Chairman of the Reception Committee, has to be congratulated on the excellent arrangements made on this occasion as also for the splendid entertainment and cultural show organised during the Conference. A Children's Day was celebrated on Sunday, the 10th of April, under the Chairmanship of Shri I. N. Gupta.

In its resolutions the Conference expressed the hope that the Libraries should be built up as centres of social education and people should be given unrestricted facility to utilise them for the purpose. It recommended that the Bengal Library Association should for that purpose appoint a Committee to prepare a plan for successful implementation of the scheme.

The Conference recommended that the Calcutta University should consider the question of starting a degree course in Library Science and extend its facilities to a greater extent; that technical training of all categories be based on practical work; that schools and colleges and the Universities consider trained librarians as equal in rank with teachers; that the Bengal Library Association should compile good reference material in Bengali; that a register of technical personnel be maintained; that the Bengal Library Association prepare proper forms for collecting statistics to help selection of books and assist library work in other fields.

The Conference recommended that all educational institutions of West Bengal appoint duly qualified librarians for proper care of libraries and requested the publishers to standardise book-production. The Conference felt that to make the Statewide Library plans fruitful it was necessary to establish village centres for technical training. It requested the Government to give proper grants to the Bengal Library Association for this purpose. The Conference was of opinion that the authors and publishers should try their best to publish good attractive books at the cheapest rates possible. It requested the Government to publish its books at a cheaper rate and also appealed to the newspaper-owners to lower the prices of newspapers.

बिहार राज्य पुस्तकालय संघ

पूर्णिया का सप्तम अधिवेशन

यह गौरव का विषय है कि हिन्दी क्षेत्रों में पुस्तकालय-आन्दोलन को अग्रसर करने का श्रेय बिहार राज्य को मिल रहा है। राज्य संघ के संगठन, पुस्तकालयों को विकसित करने की योजना, पुस्तकालय शास्त्र की शिक्षा में शिविर-प्रणाली पर कल्पना, समाज-शिक्षण जैसे विषयों का अन्तर्भाव कर आन्दोलन को व्यापक रूप देने का प्रयत्न, संघ की अपनी पत्रिका का प्रकाशन, ग्रामीण पुस्तकालयों के प्रति जागरूकता—यह सब ऐसे कार्य हैं जिनसे बिहार राज्य के उत्तम भविष्य की आशा की जा सकती है।

राज्य पुस्तकालय संघ के सप्तम अधिवेशन के केन्द्र पूर्णिया ने अखिल भारतीय पुस्तकालय संघ की स्थापना के पांच वर्ष बाद ही अपने जिले में संघ की स्थापना कर ली थी। सप्तम अधिवेशन के इस अवसर पर बिहार के उद्योग और सूचना मंत्री श्री महेश प्रसाद सिंह के उद्घाटन-भाषण, श्री भोलानाथ विश्वास के स्वागत शब्दों और मुख्य मंत्री श्री कृष्ण सिंह के आशीर्वचनों से भी स्पष्ट है कि इस आन्दोलन को जनता, विद्वानों और सरकार का सहयोग उपलब्ध है। इन सब कार्यकलापों से इतनी आशा तो होती ही है कि यह राज्य हिन्दी के अन्य राज्य उत्तर प्रदेश, राजस्थान, मध्यभारत और मध्य प्रदेश आदि का पथप्रदर्शन कर सकेगा।

पूर्णिया अधिवेशन ने अपने राज्य के प्रमुख और निष्ठावान् शिक्षा प्रेमी श्री जगन्नाथ-प्रसाद मिश्र को संघ का अध्यक्ष चुन कर आन्दोलन को सुदृढ़ बनाने में भी सूझ-बूझ का परिचय दिया है। अध्यक्ष ने अपने भाषण में पुस्तकालय आन्दोलन के प्रत्येक पहलू को अपने राज्य की पृष्ठभूमि में ही देखा है। वयस्क शिक्षा, बालशिक्षा, घुमन्तु पुस्तकालय, पंचवर्षीय योजना, केन्द्रीय और स्थानीय संगठन जैसे विषयों पर राज्य के विचारकों का ध्यान आकर्षित किया है। इस अधिवेशन के अन्य भाषणों में नेशनल लाइब्रेरी के पुस्तकाध्यक्ष श्री बी० एस० केशवन के उपयोगी सुझाव ध्यान देने योग्य हैं। उनका यह कथन ग्रामीण क्षेत्रों में आन्दोलन-कर्ताओं को सदैव ध्यान में रखना चाहिये कि एक सुसंगठित और योग्य कर्मचारियों से संपन्न पुस्तकालय दस अनियंत्रित और अव्यवस्थित पुस्तकालयों से कहीं अधिक उपयोगी है।

पूर्णिया सम्मेलन के प्रस्ताव

इस अधिवेशन के उपयोगी प्रस्तावों का संक्षिप्त विवरण इस प्रकार है:—

१. प्रत्येक सबडिविजनल केन्द्र अपने क्षेत्र के पुस्तकालयों की जांच (सर्वे) करें।

२. शासन पुस्तकालय के अनुदान में वृद्धि करे।

३. किसी निश्चित प्रणाली पर पुस्तकालय भवन-निर्माण कार्य किया जाय और इस कार्य में शासन का सहयोग प्राप्त किया जाय।

४. शासन के विभिन्न शिक्षा संबंधी समितियों में केन्द्रीय और स्थानीय पुस्तकालय संघों के प्रतिनिधि रक्खे जांय।

५. शासन की ओर से समाज शिक्षण केन्द्रों की व्यवस्था जिला पुस्तकालयों में या उनके सुझाव से लाभ उठा कर की जाय।

६. समय की आवश्यकता के अनुसार विधान में संशोधन किए जांय।

७. पुस्तक क्रय करने के संबंध में शासन कूपन-प्रणाली को बदले।

८. शासन अनुदान प्रणाली को जिला-क्रम से निर्धारित करे।

९. प्रान्तीय पुस्तकालय योजना पर समिति की रिपोर्ट तीन मास में प्राप्त की जाय।

१०. पुस्तकालय विज्ञान में प्रयुक्त होने वाले पारिभाषिक शब्दों के हिन्दी पर्याय प्रस्तुत किए जांय आदि।

उपर्युक्त प्रस्तावों से स्पष्ट है कि संघ अपने कर्तव्य और उत्तरदायित्वों की ओर से चैतन्य है तथा प्रतिवर्ष प्रगति कर रहा है।

संघ का भविष्य

संघ विगत सात वर्षों से वार्षिक अधिवेशन कर रहा है। राज्य शासन ने भी पुस्तकालय अधिकारी की नियुक्ति की है। अब नियमित रूप से पत्रिका निकलने लगी है। शिक्षण शिविरों का संचालन (प्रथम शिविर अगस्त १९५४, द्वितीय जून १९५५ में हुआ और तृतीय शिविर अक्टूबर-नवम्बर १९५५ में होगा) होने लगा है। स्थायी कार्यालय बनने की स्थिति है। बिहार राज्य के साधन देखते हुए वार्षिक बजट साढ़े दस हजार से ऊपर है। यह कुछ अधिक नहीं है, किन्तु अन्य हिन्दी प्रान्तों की तुलना में आशाप्रद है। पुस्तकालयों की संख्या बढ़ रही है और बिहारी बंधु यह अनुभव करने लगे हैं कि पुस्तकालय वास्तविक जनतंत्रात्मक भावना की एक मजबूत कड़ी है। इस संक्षिप्त विवरण से यह निश्चित है कि यदि संघ इसी प्रकार गतिशील रहा तो यह एक महान संस्था बनकर रहेगा।

ASIA AND THE MODERN PUBLIC LIBRARY

by

FRANK M. GARDNER

It is obvious that no one person is qualified to write or speak on the public library problems of Asia. This vast region of 10 million square miles, with a population of nearly 1,500,000,000, is of such a size and complexity that it would be impertinent for an individual to attempt such a task. One can do no more than seize on a few salient points of comparison and contrast, make some suggestions on the outstanding difficulties, contribute perhaps something of value from one's own personal store of experience.

It will be the task of this Seminar, the first of its kind to take place in this region, to study the necessity, or the desirability of public library service, the means of providing and maintaining it, the variations in character it must assume to adapt itself to local needs, and out of its collective wisdom to make some practical suggestions as to ends and means.

The Public Library and the Community

Public library services have now been organised in many countries for over a hundred years, and there is a fund of information on methods and administration, but the successful adaptation of these techniques depends on an appreciation of the fundamental nature of public library service, and its relationship to the community for which it is provided.

All libraries have basic similarities in that they are designed to house books efficiently and economically, and all library services have similarities in that they set out to make those books available to readers as simply as possible.

But in planning and providing university libraries, technical libraries, libraries for institutions, the kind of community for which the library is provided is known. It is usually on a single level of education, within narrow limits. Its interests, its size, and even the potential use it will make of the library can be reasonably forecast, and the growth of the library can be foreseen and regulated.

Not so with the public library. The nature of the service can be and has been defined, in the terms of the Unesco Manifesto on Public Libraries. The administration and the techniques to be used can also be laid down within limits. But in providing a new public library service there are always two great question marks.

'Who is going to use it?' and 'What are they going to read?'

A public library has to be tailored to fit its community like a suit of clothes. The success of a public library will depend very much on how well this measurement and fitting is done. Library services in two communities in the same country, or in two different countries may well be outwardly similar, but their pattern of usage may be entirely different.

It is in understanding the needs of a particular community, its way of life, its intellectual and cultural outlook, and in catering for it by provision of suitable reading that the public library can achieve its greatest success or fail completely. Public libraries may fail for other reasons, such as lack of adequate finance, but given every facility for success in other ways, they can still fail if people and books do not fit. This adaptation of the library to the community it serves is the primary end to be achieved, because it affects every other aspect. The initial legislation, size of unit, type of control, administration, function and number of departments must all be devised with a view to giving the utmost freedom to the individual library to shape itself according to the community it serves.

I would suggest therefore that one of the first tasks of this Seminar is to consider the problems of the community in Asia, and the problems of the supply of reading matter in sufficient quantity.

The People.—Who are the people who are going to use a public library?

It is simple to say everybody, and leave it at that. But you must have a fairly clear idea of for whom a public library is intended, and how it can help them, before you provide such a service. Every country in the world that has any pretensions to be called civilised has already provided national libraries for its scholars to use and university libraries for its students. But what of the others? What of the student not attending a university, the businessman, the schoolchild, the person struggling towards literacy late in life? And there comes a time when the student is no longer a student, but a lawyer, a teacher, a professional man. He needs books just as much, if not more than, when he was a student. All these people have other interests, too, outside the ones by which they earn their living, interests which almost certainly can be helped by books. The very broadness of its appeal is the greatest strength of the public library, and this is well demonstrated in the recent Public Library Enquiry in the United States.[1] In the statement of objectives there are listed twelve items covering the whole field of community interest in which the public library can and must help. They will repay consideration in detail, though the first one, in a sense, embraces them all:—

'To assemble, preserve, and administer books and related educational materials in organised collections, in order to promote, through guidance and stimulation, an enlightened citizenship and enriched personal lives.'

It follows that the public library must not limit itself to providing for one section of a community, nor should it assume that a potential reader is confined to a single group of interests. The student at the university must be encouraged to think of the books as something not just a source of information for passing examinations, but a companion to his life. The businessman, the skilled worker, the technician must be encouraged to think of the books not as an occasional help in reference, but an enrichment of their work and leisure. It is when a reader goes to the library intending to take a book on one subject, and goes off with one on quite a different subject, that the public library has achieved its object, always assuming, of course, that books on the first subject were available to him!

It is essential that the public library's public should be thought of not as a mass, but as individuals, using the library in their own way. They are not responding to a mass medium, but to a service that is for them alone.

[1] Leigh. *The Public Library in the United States*, Ch. 2, p. 16.

There is, of course, the special problem in an Asian country of illiteracy. Where literacy is not universal, the public library must ally itself very closely with the literacy campaign, both with adults and in the schools. It is essential that the newly-literate person should be helped, by the provision of reading materials at his level, in quantity and variety. It is equally essential that he should be treated as an individual, and one just as important to the library service as the most serious research student. There is a question whether separate provision should be made, either at the library or at the fundamental education centre. Certainly co-operation with the fundamental education centre is desirable in the provision of easy-to-read books, but acquaintance with the public library itself is most desirable, and it is a test of the library's informal atmosphere that the newly-literate will feel as at home as the reader to whom books are everyday things.

But the mistake should not be made of linking the library solely with fundamental education. A public library primarily designed for those who can only read a little would not be a public library. And as books become more plentiful and more easily obtained, experience shows that the library becomes not less, but more used, more a centre of culture.

Equally, the public library should not surrender its functions of providing for newly-literates to any other agency. If public library provision means anything at all, it means a continuous service, at all stages of reading proficiency, for young and old.

The service for children is equally important. Co-operation with schools in the provision of school libraries by all means, but children must be encouraged to use the library as an introduction to the uses to which their precious literacy can be put.

Students will use the library without question, but some reservations must be made on the extent of the provision of material for them. One would suggest emphasis on background material rather than texts, and a watch should be kept against the public library becoming a branch of the university library or research centre, if at the expense of other groups.

These then are the people to be served. They are all the people who can use books at whatever level they start, and have the urge to do so.

The Books.—It is important that a clear idea of the scope and limitations of public library stock should be obtained, that a policy should be defined and maintained.

Book provision and book maintenance are the primary purposes of a public library. Everything else is secondary. Some preliminary thought on this subject is worthwhile, even though experience on reading habits will be gained when the library is in operation.

The public library is for everybody, but it should not, need not, contain everything. One would suggest, first, the exclusion of books at the top. The highly specialised book, the pure textbook, the expensive and little used work of reference. The reader of these may be expected to have other sources of provision, and though the library's scope will extend upwards as its collection improves and means increase, a rigorous limitation must be set at the outset.

In saying that one should also exclude books at the bottom one may be liable to misinterpretation, and also posing a problem that does not yet exist in Asian countries. A public library must cater for those who can only read a little, but it need not cater for those who read a little, and do not want to read better. The book that is cheap in every sense, the book that insults the dignity of the paper and print it uses, two of the noblest inventions

of man, has no place in the public library. If better books for the poor reader do not exist, then they must be created, and here is another task where the public library can help. This may not, as I said, yet be a problem in Asia, but it is a development to be looked for with the advance of literacy. In Western countries, sub-literature has become a problem, to the point where it has recently needed special legislation. The public library, in providing recreative reading, must have some regard for its moral quality.

In between these two levels, there is a vast field of provision. It could be roughly sub-divided into books used primarily for recreation, and those used primarily for education, but this is an artificial division. Fiction, the first choice of all readers in all public libraries all over the world, can teach ethics, grography, history, to name only three subjects, the more readily because its impact is recreational. The same book may mean many things to its different readers.

In considering reading tastes in more detail one can make fascinating discoveries. It is interesting, for instance, to compare subjects in order of preference in England, in Nigeria [1] and in India. In my own library, fiction comes first, followed by technical books, travel, biography, history, recreation and sport, and social sciences in that order. In Nigeria, the order is fiction, social sciences, literature, biography, history, philosophy, travel. In Delhi, the order is, or was, fiction, social sciences, literature, biography, philosophy, history. The similarity between Nigeria and Delhi is startling, and one would say that the clue is to be found in student reading, if it were not for the fact that the figures for Delhi were partially compiled from reading in Hindi. But one can say almost with confidence that in a public library in Asia, next to fiction, social sciences, philosophy and biography will be the most sought after subjects. A hundred years ago this would have been true of Great Britain so far as philosophy and biography are concerned, and the great growth in interest in technical books and sport and recreation is due to three very obvious factors.

First, the large proportion of people concerned with technical problems in their daily life—the impact of mechanical civilisation. Second, the increase in the amount of leisure, and third, the practical use of that leisure, two factors which have led on the one hand to more interest in the arts of recreation, and on the other hand to an interest in technical matters as a spare time hobby. The outstanding change in public library reading in Great Britain, which has taken place in my time as a librarian, is the amazing growth of interest in what we call 'how-to-do-it', from painting your house and tilling your garden to breeding prize poultry and building model aeroplanes. Much has been said of the deadening effect on man of the assembly-line, but this other side of the picture, the creative use of leisure of which public libraries see only the beginning, has not been sufficiently stressed.

Will Asia, as it develops a technological civilisation, go the same way? Will public library statistics be an index to technical progress and social improvement? Or will there be some unpredictable mutation? It is, at any rate, an interesting subject for speculation. The change in interests in the West is not necessarily all gain.

But whatever the trend in reading, the librarian must be prepared to supply it. He must be able to foresee the need, to keep in touch with both books and readers. A library is a living thing, and its life is in its bookstock.

[1] Unesco. Report of the Ibadan Seminar, 1954.

The mechanics of library administration are secondary to the careful selection of books suited to the readers who will use them.

I stress this interaction between books and readers because it requires constant watchfulness and revision. The national library can buy or acquire every book, satisfied that sooner or later a reader will be found for it. The special library and the university library have their readers ready-made, readers who know what they want and what they don't want. But the public library must attract its readers, and it will only attract them if it has the books they require.

There are many practical problems connected with bookstock that must be considered by the Seminar—problems to which the solutions will differ according to country.

The first one is the problem of sufficiency of books. Is the output of books, in the language commonly used, sufficient to sustain a public library service beyond its initial stages? Or is it sufficient in some subjects but not in others? In Hindi, for instance, there is reasonably adequate supply of books of fiction, drama, poetry, and theology, and fair supply on philosophy, history, biography, and sociology, but serious deficiency in technical books and books on practical subjects. Since demand for books either in general or on particular subjects creates supply, it follows that the very existence of a public library service will create eventually a better supply, but public libraries can do more than stimulate demand simply by their orders for books. They can supply information on deficiencies to publishers, draw attention to books suitable for translation.

They can, by co-operation and possibly with State or other assistance, subsidise production of books badly needed, particularly books for newly-literates and children's books. A public library movement can, in fact, be the spearhead of a campaign for a more varied and larger book output.

The production of well-printed and well-bound books can also be encouraged by public libraries, both by complaint about poor production, and spotlighting of good. One would suggest as possibilities the exhibition of good books, and the giving of an annual prize for the best-printed book.

Then there is the question of languages to be represented in the library. Where there are two or more major languages, there is considerable additional expense and trouble in arrangement, cataloguing, and provision of qualified staff. But even where a minority use another language, that language must be adequately represented, if the catholicity of the public library is to be preserved.

And then there is also the question of information about books, not for the reader, but for the librarian. Few countries have as yet an adequate bibliographical service, but unless librarians know at regular intervals what books are being published, they are seriously hampered in their main activity. By encouraging the production of adequate book information, public libraries will perform a service not only to themselves, but to all persons and agencies interested in book production.

These are just some of the problems which any newly established public library service must face. They must be worked out on a national, or even an international, basis. But in overcoming these difficulties, public libraries serve not only themselves, but scholarship in general. Apart from their direct help to readers, it is obvious that many have a contribution to make in other directions.

These, then, are the objectives. They must be kept clearly in mind when considering how to attain them.

The Size and Nature of Public Library Service

A permanent service.—The basis of planning a public library service is to remember that the provision must be for a continuous and expanding service. The greatest harm that can be done to the cause of public libraries is to start a service, not with inadequate finance, because we all do that, but without provision of continuing finance and at least the probability of improving finance. In Great Britain, the Mechanics' Institutes, which provided the stimulus for public library legislation, showed the need, in their brief history for a stable and permanent basis, and a basis resting on provision for all. All over the world, there are many public libraries founded by private benefaction, some still flourishing, others moribund, but all suffering from the same handicap—an unstable foundation and no means of expansion. Public libraries founded by private organisations cannot co-operate, they cannot expand, they cannot form a basis for the profession of librarianship.

The finance for public libraries must, therefore, be public finance, that is to say, it must be from taxation. That does not exclude the possibility, and even the desirability of private benefaction. The public library movement in Great Britain and the U.S. derived enormous stimulus from the benefactions of Andrew Carnegie, but it must be noted that no Carnegie Library was ever provided without a pledge being exacted for its proper maintenance in perpetuity from public funds. Public finance implies, though it does not necessarily demand, legislation. Public library services can be, and often are, started by grant from an authority with other primary purposes—an Education Department, a Rural Development Department—to name two examples known to me in Asia. Whether this is desirable or not, is a matter for discussion. The advantages of attachment to a powerful agency are attractive, but personally I think such a solution dangerous. For one thing, it lacks the first consideration of stability; for another, the public library service becomes a minor aspect of a larger theme; and for another, it destroys the possibility of co-operation between libraries. It may even lead to competition between public libraries founded by different agencies. To give it a fair chance of success, public library service should be a separate service, independent of other social services, but co-operating with them.

Legislation and Finance.—Special legislation for public library purposes is the obvious first step to be taken in planning independent public library service. What sort of legislation? Permissive or compulsory? National or local? Exclusive or inclusive of all libraries publicly administered? The kind of legislation needed will become apparent from discussions and I hope to say more about it in the progress of this paper, but even at this stage I will say that it should not attempt to do everything at once, and the plan on which legislation is founded should at least be compatible with what is possible. It does not matter, or matters comparatively little, how inadequate initial legislation is. What matters is that the legislation is there, on the statute book, and that it is compulsory, nor purely permissive. Good building depends more on firm foundations, than on large ones.

An Asian government official put it to me in another way, when he said, 'We can recognise the importance of public libraries, and we do. But we have so many priorities. Food, housing, industrialisation, it is a question of how much we can spare after these are satisfied.'

That is not to say that plans for public libraries must not be prepared, that the provision must depend entirely on crumbs after more urgent hungers are satisfied. But the plans must have regard to realities. I saw recently a plan for a State library service in one Asian country, which called for the provision of 500 mobile libraries, each carrying 2,000 books, as only one item! This is not planning, it is pipe dreaming, and as such is liable to be scorned by any sensible politician or civil servant if it does not frighten him to death.

What, then, is the minimum stimulus that legislation can provide if it is to be of any use at all? I would say that it should be national legislation, and it should provide for some funds from national sources, on a percentage or population basis. But if possible, the majority of funds should be from local sources, and the control should be likewise. This control should be in the most convenient, and financially able, local government unit, not too large for community interest, not too small for financial ability to maintain. The legislation should further provide for training of librarians, for co-operation between libraries, for special grants for special purposes. It might specify the means of attachment between libraries or library systems. Here, again, one can learn from the experience of Western countries. In Great Britain, the two great defects in library legislation were the lack of provision for rural areas and the lack of provision for co-operation between libraries. The first was not overcome until 1919, when urban libraries were well established, and a complete new overlapping system had to be imposed, to provide for rural areas, with the result that many too small units have been perpetuated, and some too large units were created, with the natural centre for a service ignored. In the U.S., the pattern of local government has produced much the same effect, though not so obviously, owing to the larger areas.

The second defect in Great Britain, the lack of provision for co-operation, has still not been overcome, and the division of the country into regions for interloan of books has been built up entirely by voluntary effort, and still lacks any legal basis and national recognition.

The Preliminary Survey.—Any survey undertaken for the planning of legislation and the initiation of a service should take note of these facts. What other material needs to be gathered? The Unesco Seminar held at Ibadan last year stressed the importance of a detailed survey of an area and the need for a complete plan. Is that so necessary in Asia? Should it be undertaken before legislation or after, when legislation has given the basis? Should a plan be on a national or local scale? All these are debatable matters. It is debatable, for instance, whether what would be necessary in a primitive region applies in other areas. In any independent country with a long cultural tradition, an expanding educational system, and a programme of economic improvement, the need for a public library system on a national basis should not need justification. Any survey before legislation should be confined to a study of comparative legislation, a statement of the ends to be achieved, an outline of system to be inaugurated, consideration of the appropriate areas under the system of local government prevailing, and some comment on the minimum finance needed for initiation and maintenance.

After legislation, survey should be by areas to be covered by individual systems, but here again, one would deprecate plans springing fully armed, like Pallas Athene, from the heads of the civil servants.

Am I seeming too cautious? Will such a method result in an uneven and untidy progress, with one area in a country going ahead, and another

lagging behind? Maybe it will, but consider the difficulties of any other method—the problems of trained staff, of book supply, of integration. Legislation is one thing, implementation another. It is at the implementation stage that hard thinking and a practical outlook are needed.

Starting a Public Library Service

Situation.—Where should a new public library be started? The answer is obvious. Where there are most potential readers, in a town. So initially the service should rest on an urban basis, and no plan should provide for complete coverage of a country within a specified time.

From the towns, the rural areas should be developed, and rural libraries should rest on that initial urban basis, where it is possible. That is not always possible, and much depends on the convenience of local government systems for public library purposes.

The size of the area.—Legislation should be national, and some of the finance should be local. There is something to be said for overall national control and centralised direction, but it is not an unmixed blessing. If local responsibility is sufficiently developed, it should be given. And the area for library responsibility should be large enough to allow for reasonable provision, and small enough to give adequate supervision. To translate that into figures is difficult, but a minimum of 30,000 potential readers and a maximum of 200,000 will give some indication of possible limits.

The integration of rural and urban areas should be possible within them, and I would commend for study here the Swedish system, where there are geographical problems, at least, similar to those of Asia, with long distances to be covered and scattered populations. There, further delegation results in a system by which urban libraries act as headquarters to rural areas, giving advice, technical assistance and bulk loans of stocks. It is an admirable system.[1] But the final solution to rural library provision has yet to be found. Mobile libraries are one answer, where there are good roads and rapid communications. Book boxes are another. But the main requirement is that all libraries should be at least under the supervision of competent and trained librarians, that books should be changed at regular intervals, and that the range of stock from which books are changed should be large. In one State in India, a rural library service has been started with 250 sets of 300 books—a total of 75,000 volumes. But all the boxes contained the same set of books! It cannot be too strongly emphasised that this sort of provision is not a library service in any sense. It is just a waste of money hardly come by and worthy of being better expended—an argument in fact for the contention that a properly organised service, under a purpose-designed authority, is economic in the long run.

Priorities in Provision.—90% of the work in Western public libraries is concentrated on lending books for reading at home, to children and adults, and the core of any library system is the lending library. Should the same priority be given in Asia? Not necessarily. The supremacy of the lending library has come about through improvement in home conditions and the provision of cheap electric lighting. These conditions did not apply

[1] Helmguist, B. Public Libraries in Sweden. Library Assn. Conference Proceedings, 1954.

until quite recently. In my own library built as recently as 1911, the original layout gave 70% of the space to reading rooms and reference rooms, and the lending library occupied only a small space. Since that date, lending of books has increased by 25 times, and the lending library has gradually encroached on other departments, till now it occupies 70% of the space.

In parts of Asia the same situation, as 50 years ago in Great Britain, may prevail, and priority be given to reading on the premises, not off. That means adequate space, comfortable reading conditions and long opening hours, with combination of lending and reference libraries. As lending increases, premises can be adapted to the change in habits. In villages mobile library distribution may better take the form of bulk distribution to a reading centre rather than a mobile lending library.

Next, emphasis must be placed from the start with work with children and even more so, work with adolescents. Work with children is an obvious necessity, and co-operation with schools, but work with adolescents, a neglected work in even the most advanced libraries, may be a field in which Asia can show a lead. No-one who has the least acquaintance with Asia can fail to be struck by the importance of the literate adolescents as a potent factor for good or ill, for ordered progress or disruption. One would like to see special provision made for them, both as students and workers, so that their energies can be directed to constructive reading and constructive thought.

Then there is the reading of periodicals and newspapers—again a function of Western libraries which has declined. Not too great an emphasis should be placed on books, since apart from the economics of individual purchase of newspapers, it is desirable that in a responsible community, news and comment should be available from many sources. The march of events is often too swift for the leisurely pace of the book.

Then there are the numerous functions loosely grouped under what are usually called extension work—lectures, film shows, discussion groups. Should the library be also a community centre? It is significant that in the report of the Public Library Enquiry already referred to, such activities are definitely referred to as a public library objective:—

'Library collections are founded on the printed page, but should be supplemented by films, recording, and radio; also by lectures, forums, and discussion groups.'

Should such activities be necessarily directly connected with reading? I am conservative enough to think that they should, but I recognise that there is argument for widening the field of public library service, so long as it does not become distorted. And if the library admits gramophone records, pictures and films to its collections, then means must be found to popularise these items. Play readings and dramatic presentations have an obvious connection with the library's literary collections, while lectures, discussion groups often provide a spark for further study, if only at first to settle some controversial point. It may be said that no field of cultural activity should be outside the public library's purview.

How should such activities be organised? By the library, or by groups from the library's users, or by outside organisations? A combination of all three is perfectly possible. Lectures by experts, and film shows should probably be organised by the library, within annual programme. If suitable nuclei are available, musical, dramatic and discussion groups may well be formed independently by library users, with clerical and possibly some

financial assistance from the library. Other cultural organisation should be encouraged to use the library for their meetings and functions, if space can be made available, at nominal charges, and for some functions, such as a study group on a particular subject, an outside organisation may be called in to operate on the library's behalf. There are possibilities of course of even closer connections between Adult Education movements and the public library. In Sweden, the Workers' Education Organisation usually occupies premises in the public library, with classrooms and lecture halls, using the library as one of its vital tools.

In any community with a large proportion on the fringe of literacy, all these activities become doubly important. Not only do they attract people to the library who otherwise could not use it, but they provide a gradual introduction to the habit of reading.

That purpose of reading, of personal and solitary use of books, should not be lost sight of in the excitement and busy atmosphere of successful group activity. The expression of a public library's purpose must always be ultimately from its bookshelves.

Extension activities should not stop at the library doors. There must be co-operation with all cultural and educational groups, for all culture eventually turns somewhere to the printed word, and the alert mind can capitalise it. Co-operation with agencies for social education and work with illiterates is, of course, of primary importance, and the first extension of a library service should be here, with the provision of collections of books for use in these centres. All these considerations are important in allocating finance, in planning buildings, in training staff.

Conservation versus *Distribution*.—The public librarian has a duty to conserve. He also has a duty to distribute. The clash between these two principles should never be carried to a point where conservation becomes an obsession. The modern public library must be free. It must be free firstly in the sense that no charge should be made for its use, and legislation should make that clear. I have no doubt whatever in my mind from what I have seen, that any charge, however small, for use of a public library service not only narrows its scope, but is a barrier to expansion.

There is another sense in which access should be free. The use of a public library implies free access to its shelves, and until the shelves are thrown open, the full potentialities of a public library cannot be realised. Public library readers are often not scholars, they are not coming to the library with a definite request for a particular book, or even subject. They are often not familiar enough with books to find what they want in a catalogue. They must be allowed to attain that familiarity, to select and reject for themselves, without the barrier of a library staff, however well intentioned.

Opposition to free use and open access is usually on the grounds of loss and damage to books. But books are cheap and replaceable, and any library that is well used will throw away a large portion of its stock every year because it is worn out with use. Against this, the loss of a few is negligible.

Even more important is the lowering of costs by the introduction of free use and open access. In a well-used public library the checking and return of deposits, fetching and carrying of books to the reader, checking of catalogues, is simply not feasible. The cost per reader can only be kept within economic limits by limiting the number of readers, which is absurd, or allowing the readers to do most of the work.

Co-operation between Libraries.—I have already said that the initial plan for a public library service need not provide for complete coverage. If legislation is national, selection of the most suitable centres should follow, and example will do the rest. But co-operation between libraries, as the service grows, should be provided for by legislation from the start.

What should such co-operation do? Interloan of books between libraries, and by implication regional and even national catalogues of holdings. Specialisation by libraries in certain subjects by reason of locality or local industry. Next comes co-operation in book information —the standard list of books available—possibly a function of the National or State library. There are many other fields for bibliographical co-operation, and the example of Denmark, where such co-operation has been carried to great lengths, should be studied.[1]

Then there should be provision for co-operation between public and other libraries. Where there are semi-public libraries, operating under private organisations for public benefit, they should gradually be brought into the scheme. Integration and interloan with university and special libraries follow.

Should there be national direction of such a plan? Should there be a national public librarian and a headquarters staff? Should there be a Ministry for Public Libraries, or a Department of another Ministry? These are matters for decision by individual countries, but generally caution should be used in applying central direction. In many important public services, central authority and control has come only at a comparatively late stage in development, and a top-heavy initial administration can stifle local initiative.

Plan of Development

What then are the lines on which public library services should be developed?

I would suggest these steps:

1. Legislation on a national scale providing for
   - (*a*) Local taxation for library purposes.
   - (*b*) Local control by elected body with co-opted members.
   - (*c*) Definition of the appropriate area for public library service within local government framework, if possible.
   - (*d*) National grants for development and maintenance.
   - (*e*) Provision for co-operation between libraries.
   - (*f*) Naming of a department of State for initiation and supervision of the legislation, but independence of other cultural or educational agencies.
   - (*g*) Provision for co-operation on a regional and national scale.
   - (*h*) No charge for use of any part of a public library service.
2. Starting of public library service in suitable areas.
3. Urban areas to be the centre for rural library provision where possible.
4. Priority in provision to be lending, reading on premises, children's libraries, work with newly-literates, work with adolescents, extension activities.

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[1] Jenson, E. A. State Assistance in the Development of Public Libraries, *L.A.R.*, 1953, pp. 350–353.

5. Open access to be insisted on, and plans for buildings to be prepared on that assumption.
6. Rural library service to begin experimentally alongside urban provision.
7. Public library service to be integrated with other types of library as development proceeds.
8. Training of librarians to proceed by practical and theoretical methods simultaneously. The first libraries to be designated as training centres, followed by establishment of library schools.

The Future

The conception of the modern State has evoked much speculation and theorising. But it is fairly generally agreed that the march of mechanical civilisation must not be allowed to swamp with material values, a spiritual and cultural tradition. To preserve and adapt, to retain the dignity of the individual, to preserve national cultural inheritance and blend them with the resources of the modern technical State is a problem facing most countries in looking into the future.

The answer lies, as it always does, with the people themselves, if opportunity is given for wider horizons and a freer and a more plentiful life. The key must lie in a full educational system and the large and varied output of books that inevitably follows.

A public library must form an integral part of each conception, so that no individual need lack the means for personal study and cultural and technical improvement. Not all will take advantage of it, but I have seen enough to know that the desire is there, that it is far greater than can at present be satisfied with the resources available. The work will have to be cautiously and carefully done. The experience of the West may be studied, and the errors rejected, the successes adopted with necessary variations. Public library service has had more part in educational and cultural advance than it has credit for, even though it has neglected many opportunities. Given the will, and the recognition of the necessity, much progress is possible in Asia in a short time, because the response is already there.

A BUILDING PROGRAM FOR A PUBLIC LIBRARY

by

CHARLES M. MOHRHARDT [1]

A 'building program' is a statement of the requirements of a library and includes a complete list of the public and non-public service areas. It describes, in outline form, the interrelationships between the various public service departments, recommends the size and most suitable location for these units and defines the most important building details. It is extremely important that the 'building program' be carefully prepared and contains as much detailed information as possible, for it will be used by the architect as the basis for preparing his plans. Most librarians have little experience in library building planning and construction. On the other hand, most architects have little knowledge of public library organization, methods and services. Thus the 'building program' becomes the working document which bridges this gulf between the librarian and the architect.

No two 'building programs' are identical. Each 'building program' should be tailored to fit a particular community and be based on the type of service to be rendered, local conditions, the budget and many other factors. This sample 'building program' has been prepared to illustrate some of the most important factors to be included in a constructive and workable 'program'.

GENERAL. This library like other modern public libraries will be more than just a book depository. It will be a center of learning and a motivating cultural force for good in the community.

The modern public library serves all members of the community. It has become the focal point for those seeking information on many diverse subjects, for those who wish to improve their education, for recreational reading, for research and for aesthetic appreciation. The providing of an effective service in the public library presents a fourfold problem: (1) the selection of the best books and other materials, (2) the classification or arrangement of these materials in a logical order, (3) the provision of a card catalog and bibliographies as indexes to the materials in the library and (4) the employment of a well-trained staff of professional librarians to assist in the maximum use of the library. In addition to printed material the public library makes use of other informational mediums to bring the fruits of knowledge within the reach of every member of the community. These mediums include the educational motion picture film, phonograph recordings, lectures, discussions and radio. Space and equipment should be planned for these materials as well as for books.

Finally the library building itself plays a vital part in the important mission of bringing the library's materials into the lives and thinking of those who normally might not make use of this treasure-house of knowledge. The spirit of the 'Open Door' should be the keynote of the new library building. The structure should have large areas of glass reaching to or

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[1] Associate Director, Detroit Public Library, Detroit 2, Michigan, U.S.A.

near the floor in order that those who pass will see books, the colorful interior and the activity within thus inviting them to enter its friendly co-operative atmosphere where the world's knowledge will be made readily available to the child, the youth and the adult.

In designing this library the following points should be carefully considered: —

1. Convenience to the patron.
2. Economy of operation and maintenance.
3. Flexibility and adaptability for future changes in public library service.
4. Future expansion for increase in population and increased use of the library.
5. Simplicity of expression in its architectural form. (The old monumental library buildings are cold uninviting institutions.)
6. Minimum installation of permanent partitions.
7. An inviting and restful interior.
8. Packaging, or the grouping together of similar service areas, produces a cleaner plan and helps to reduce the space requirements and operating costs, e.g., adjoining departments might have one joint workroom rather than individual workrooms for each department.
9. Adequate parking space for those who make use of the library and its auditorium.

SITE. The choice of site has an important bearing on public acceptance and use of the library. A prominent, easily accessible location is required to attract a large number of persons. Therefore, the library should be placed where people naturally converge—in the heart of the shopping and business district, rather than in a remote location such as a park, civic center or quiet side street. The choice of a main library site in a large city is a far more complex problem and too involved to be included in this 'program'.

The site should be large enough to provide for the library and its future expansion. (The Detroit Public Library doubles in size every twenty-one years.) The shape of the lot will inevitably affect the layout of the building. A square lot often presents difficult problems unless it is of rather large area, while a rectangular lot with long street frontage is perhaps the most usable, though a deep lot can also be adapted successfully if the frontage is not disproportionately small. Triangular sites should in general be avoided. Lots facing north and east seem desirable, for they permit large glass areas in the street façade and yield a maximum of natural light in the large reading areas. South and west exposures usually present the problem of glare which must be controlled by blinds, draperies or other means.

LOCATION OF PUBLIC SERVICES. Ideally all public services should be located on the ground floor. This is desirable so that all library users will have easy access to the library's materials without having to make use of stairways and elevators which appear to be physical as well as psychological barriers. Furthermore the locating of public services on one floor makes it possible to house the books in a logical order and to bring related materials in two or more departments into adjacent areas.

PUBLIC SERVICE DEPARTMENTS—INTERRELATIONSHIPS. Three charts have been prepared to illustrate the desirable interrelationship of

public service departments in various size libraries. Chart 1 shows the departmental plan for a small public library, Chart 2 is a departmental plan for a medium size library and Chart 3 is a plan for a large completely departmentalized library.

CHART 1. Interrelationship of Departments—Small Public Libraries. This chart has been prepared to show the most desirable location plan, within the building, for the minimum number of public service departments. This chart refers only to the preferred location of these departments in relation to one another and does not indicate administrative relationships. In this simple plan all of the adult circulating (home use) books would be located in the Home Reading Department. All of the reference books would be located in the Reference Department. The Youth Department should be placed near the previously mentioned departments so that the teen-age group may make use of these collections in addition to their own. The Youth Department is placed between the Children's and Adult Departments as a bridge to help young people obtain transitory reading material as they develop from childhood to adulthood. The librarians in the Children's and Youth Departments should be especially trained to facilitate this transition and to make reading a pleasant and profitable experience.

CHART 1

Interrelationship of Departments—Small Public Libraries

FIRST (GROUND) FLOOR

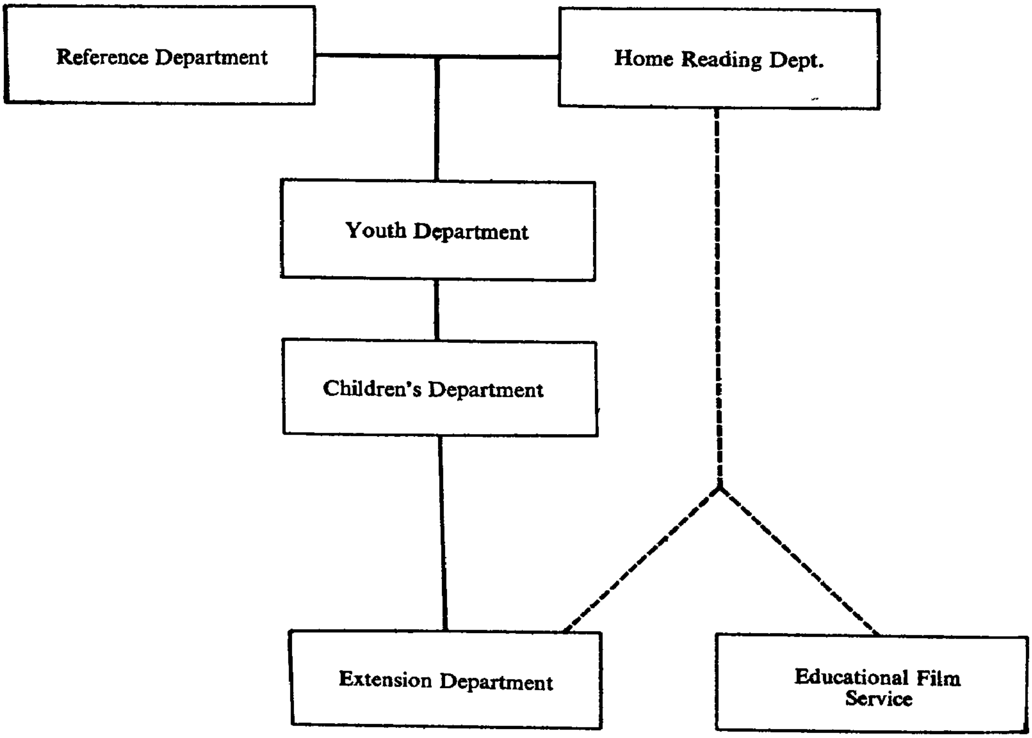


CHART 2. Interrelationship of Departments—Medium Size Public Libraries. As a library's book resources, use and services expand the few departments included in Chart 1 will be found to be inadequate to provide prompt and effective service to the reader. The next step is to split off the larger subject divisions into separate subject departments. Thus, for example, in a city of 100,000 population the departmental organization might be like that shown in Chart 2. This expansion into subject departments creates an important change in the library's organization. No longer is the Home Reading Department responsible for all books taken out for home use and the Reference Department responsible for all reference books. A portion of these functions is now taken over by the new subject departments which contain all of the circulating and reference books in their particular subject fields, thus enabling the reader to obtain a complete library service in each subject department. As a result of this expansion in public service departments the Home Reading and Reference Departments are now responsible for the circulating and reference books respectively only in the subject fields not covered by the new subject departments. To indicate this change in subject content the name of the latter unit has been changed from the 'Reference Department' to the 'General Information Department'.

UNESCO NOTE: The subject content of departments in a medium size public library is not given separately; however, it can be determined from the more inclusive subject breakdown for departments in large public libraries which follows Chart 3.

CHART 2

Interrelationship of Departments—Medium Size Public Libraries

FIRST (GROUND) FLOOR

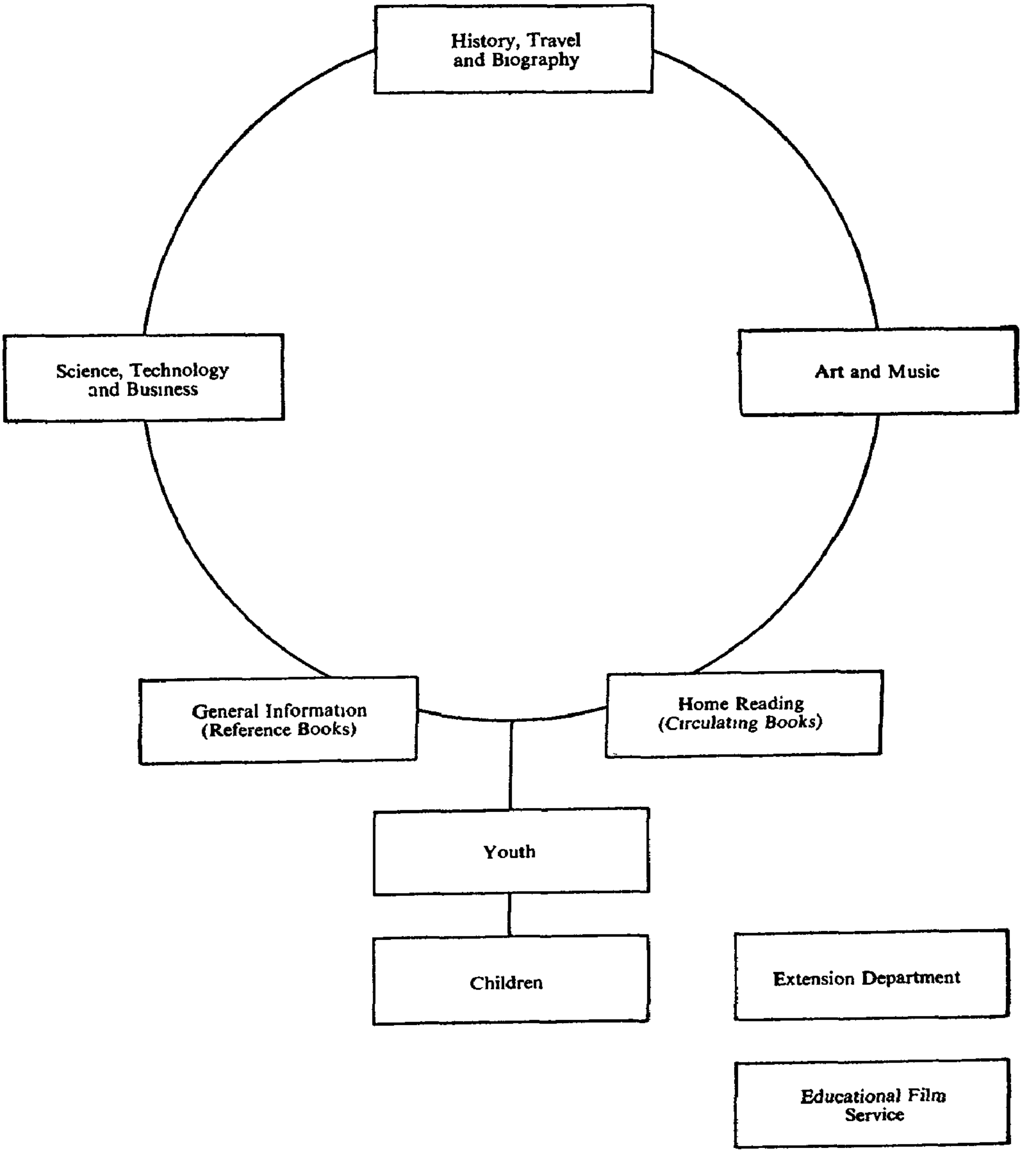


CHART 3. Interrelationship of Departments—Large Public Libraries. This chart illustrates the departmental status in cities of about 300,000 population or over.

The degree to which the library planners succeed in applying these principles of interrelationship will determine in large measure the success or failure of the final building plan. In almost every situation, however, certain compromises will be necessary. The careful weighing of the advantages and disadvantages of each compromise against some alternate compromise is most important. If the library building plan is properly designed

it should be flexible enough to be adaptable to enlarged and changing services as the library and the city increase in size.

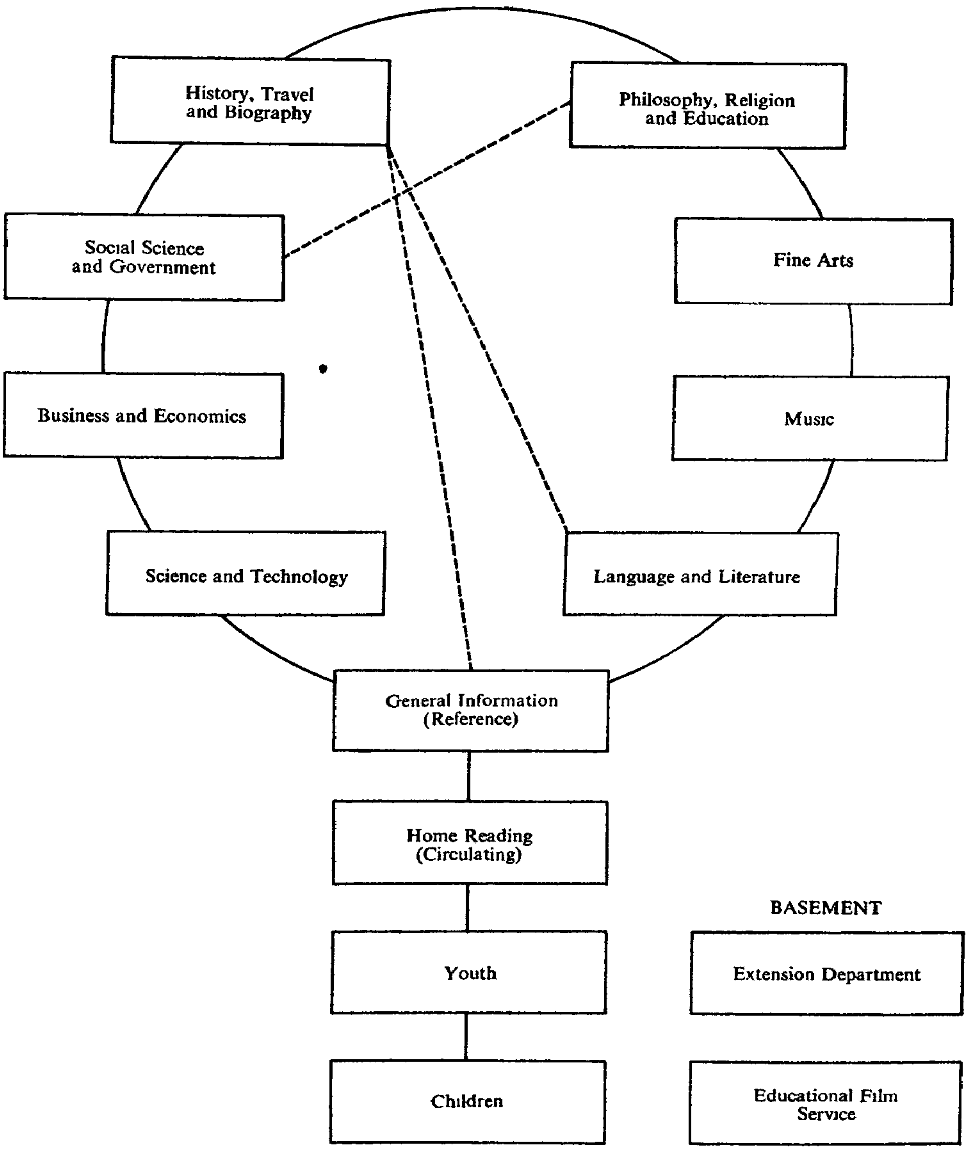
In a small library it would not be economically sound nor productive of better library service to organize all of the departments indicated in Chart 3. A fully departmentalized library is expensive to operate and a complete organization of this type should be delayed until the book collection is becoming unwieldy in size.

In Chart 3 the large circle designates the subject departments which contain both reference and circulating books in a particular subject field. The solid line indicates a direct subject relationship between departments and the dotted lines designate a secondary relationship. The home reading or circulating departments are indicated in the five rectangles below the circle. The subject content of the departments included in Chart 3 are described in detail below under two headings: Subject Departments—Content and Home Reading Departments—Content.

CHART 3

Interrelationship of Departments—Large Public Libraries

FIRST (GROUND) FLOOR



SUBJECT DEPARTMENTS—CONTENT

The following departmental allocation of book class numbers is based on the 'Dewey Decimal Classification and Relative Index, Standard (15th) Edition, Revised' of 1952. Each department listed below would contain both circulating and reference books in the Dewey classes as indicated.

General Information Dept. To contain all of the Dewey 000 numbers.

Philosophy, Religion and Education Dept. All of the 100 and 200 numbers plus 370 Education.

Social Science and Government Dept. All of the 300 numbers except the following which class in:

(1) Business and Economics Dept. - 310 thru 311 Statistics, 330 thru 334 and 337 thru 339 Economics, 368 Insurance and 380 thru 388 Commerce.
(2) Philosophy, Religion and Education Dept. Contains 370 thru 379 Education.
(3) Science and Technology Dept. Contains 389 Standardization, Weights and Measures.

Language and Literature Dept. All of the 400's and 800's.

Science and Technology Dept. All of the 500's and 600's and 389 Standardization, Weights and Measures. Except the following which class in:

Business and Economics Dept. 650 thru 659 Business and Business Methods.

Business and Economics Dept. Contains 310 thru 311 Statistics and Statistical Method. 313 thru 319 Special Topics, 330 thru 334 Economics, 333 thru 339 Tariff, Production and Prices or Planning, 368 Insurance, 380–388 Commerce and Communication.

Fine Arts Dept. Contains all 700's except the following which class in:

(1) Music Dept. 780 thru 789 Music, 793 Folk, theatrical and ballroom dancing.
(2) Language and Literature Dept. 792 Theater, Stage and Dramatic Art.

Music Dept. Contains 780 thru 789 Music, 793 Folk, theatrical and ballroom dancing and all phonograph records.

History, Travel and Biography Dept. Contains all of the 900's.

HOME READING DEPARTMENTS—CONTENT

All of the books in the following departments are available for circulation, i.e., home use. The only exception might be the general magazines in these departments.

Home Reading Dept. This department would contain the entire fiction collection, a circulating collection of the most popular books from each subject department arranged by 'Reader Interest Arrangement' instead of the Dewey Decimal Classification, and the general interest magazines which do not class in any subject

department. The Home Reading Department with its simple arrangement by reader interest serves the browser who may be interested in books on many subjects but who is reluctant to examine the extensive collections in the subject departments. In the Home Reading Department the browser has a popular selection of books available in a comparatively small area. Those who wish a wider variety of or more advanced books on a particular subject are referred by the Home Reading Department to the various subject departments.

Youth Division. This is usually a division or a separate area of the Home Reading Department containing circulating books and magazines of particular interest to youth on all subjects. Reference service for youth is usually handled by the General Information Department.

Children's Department. A circulating collection of books including a few reference books, such as children's encyclopedias, for children.

Educational Film Service. This unit contains all educational motion picture films and equipment for film inspection and repair. Inasmuch as this is usually a loan service to groups rather than to individuals it need not be located on the main floor of the library. It could be located either in the basement or second floor near the public stairway so those who come to pick up or return films have easy access to the Educational Film Service room.

Extension Department. The Bookmobile, branch libraries, station libraries and service to schools, hospitals and other groups in the city are usually the province of this department. All of the books in its collection are for home use. This department could be located in the basement adjacent to the Bookmobile garage and the library shipping and receiving room. This basement location is based on the premise that it will be possible to provide a ramp to the basement for the use of the Bookmobile and trucks and further that adequate outdoor light will be available in the basement work areas. Windows would not be necessary in the basement book storage area if the basement is free of moisture.

LIBRARY BUILDING—SPACE REQUIREMENTS

The following space requirements have been calculated for a period of growth covering twenty years. Though the estimates may not be completely accurate for each individual department, they should be adequate for the total public service area. Any discrepancy in the space allotted to individual departments will not be important if the public service area is an open one, with moveable partitions for the workrooms, and divisions between departments made – not by walls – but by free standing bookshelving. This flexible arrangement will enable the areas allotted to a particular department to be expanded or decreased, as the need arises, by the simple process of moving the free standing cases to form the desired area. There are several reasons for the use of free standing floor cases. These are (1) that the packaging of free standing bookshelving in one area of the room and the desks and chairs in another increases the book capacity, (2) that most of the public movement is around the bookshelves. By placing the book-

shelves in one area instead of around the walls of the room the movement of the library user as he examines the bookshelves is concentrated away from the tables thus providing a less distracting reading area for the readers and (3) that the elimination of interior walls and bookshelving on these walls allows for more flexibility in arrangements and less waste of space.

CHART 4. BUILDING SPACE REQUIREMENTS

ON FIRST (GROUND) FLOOR

A. PUBLIC SERVICE DEPARTMENTS

Departments	AREA Square Meters	Square Feet	Book Capacity	Seating Capacity***
Children's Department	270*	2906	13,000 books	50
Home Reading and Youth	280	3014	13,000 " **	38
General Information	185	1991	8,500 "	26
Public Card Catalog	20	215	... .	...
Social Sciences and Government	165	1776	7,600 "	23
Business and Economics	165	1776	7,600 "	23
Science and Technology	185	1991	8,500 "	25
Fine Arts	165	1776	7,600 "	23
Language and Literature	165	1776	7,600 "	23
History, Travel and Biography	165	1776	7,600 "	23
Music	165	1776	7,600 "	23
Philosophy, Religion and Education	165	1776	7,600 "	23
	2,095	22,549	96,200 books	300

B. PUBLIC SERVICE UNITS

Check Out Desk and Work Space	24	258
Return Desk, Registration and Overdues	75	817
Staff and Public Toilets	55	592
Coat Check Room	19	204
Elevator, Booklift and Stairways	47	506
Department Work Rooms	185	1,991
	405	4,368

C. TOTAL AREA OF FIRST (GROUND) FLOOR

A. Public Service Depts.	2,095	22,549
B. Public Service Units	405	4,368
Total space on First (Ground) Floor plus entry lobby, walls, air ducts, etc.	2,500	26,917

* plus children's reading garden adjoining the Children's Dept.
** includes general magazines and newspapers
*** includes ample space for tables, staff desks, vertical files and aisles.

SECOND FLOOR

	AREA Square Meters	Square Feet
Administrative Offices		
Director	30	322
Associate Director	27	291
Secretary, Files and Reception	27	291
Business and Purchasing	46	495
Processing		
Book Selection and Order, Cataloging, Book Mending	112	1,206
Board and Conference Room	46	495
Staff Rest Room, Dinette and Lockers	120	1,292
Elevator, Booklift, Stairway	47	506
	455	4,898

BASEMENT

	Square Meters	Square Feet	
Auditorium (300 people)	210	2,260	
Bookmobile Garage	7	75*	
Extension Division work room and bookshelving	280	3,014	Capacity 38,000 books
Receiving, shipping and loading dock	52	560	
Educational Film Service	100	1,076	
2 Conference Rooms	76	818	
Book Storage	230	2,476	Capacity 45,000 books
Repair shop and janitor	90	969	
Furnace Room	?	?	
	1,045	11,248	
TOTAL AREA OF LIBRARY			
Basement	1,045	11,248	
First Floor	2,500	26,917	
Second Floor	455	4,898	
	4,000	43,063	
Allowance for furnace room, exterior walls, etc.	650	6,997	
GRAND TOTAL	4,650	50,060	

COST ESTIMATE

BUILDING—COST ESTIMATE. After determining the approximate size of the library as shown in the preceding analysis it is comparatively simple to estimate the cost of the building. Your architect or local building contractor will be able to give you an average cost per square meter (or square foot) for a building of the type you wish to construct. The estimated price of the building can then be computed as follows:

Area × cost per square foot (or square meter)	=
Architect's fee (usually 6% in U.S.A.)	=
Contingencies 1% (this may be low in some localities)	=
Total building cost	=

* UNESCO NOTE: More space may be needed for the bookmobile garage.

FURNITURE AND EQUIPMENT—COST ESTIMATE. Among the items included in the furniture and equipment category are bookshelving for the public floors and book storage areas (sometimes these are included in the building cost), chairs, tables, staff desks, vertical files, card catalog files, small book trucks, phonograph record players, sound motion picture projectors and screens, microfilm readers, typewriters, supply cupboards, staff lockers and exhibition cases. The cost of furniture and equipment will vary in relation to the amount, style and type of equipment selected. In several public libraries recently built in the United States the cost of furniture and equipment has been between eight and fourteen per cent of the building cost. In preparing a budget for the new library building it is recommended that at least eight per cent be allocated for furniture and equipment in addition to the building cost. This sum would probably be adequate during the first few years that the library is in operation in its new building. Additional furniture and equipment could be purchased in the future as the need arises.

BUILDING DETAILS. An earlier section of this program was concerned with the problem of building layout and space allocation. Very often, however, a library's convenience and operating efficiency depend on the detailed considerations that have been incorporated into the final plan. Some of the more important details are listed here.

1. When space permits, all public service should be located at ground-floor level. Such an arrangement makes the library more accessible to the public, concentrates the public service staff on one floor, permits more flexibility and co-ordination in work assignments, eliminates duplication of return and check out desks, typewriters and other equipment. With service stairways and booklifts piercing the floor the book storage area in the basement is easily accessible for the lesser used books.

2. An entrance, without steps or terraces, makes it easier to enter the library. A large expanse of glass on the side facing the street enables those who pass to see the colorful and inviting interior, the books and the people reading. At night the library appears as an attractively lighted showcase —a most effective and desirable public relations feature.

3. Each floor should be on one level. Though some interesting architectural effects may be achieved by stepping down or up into another space, even one step or a ramp will hinder the movement of people and book trucks for the life of the building.

4. The space for public service should not be divided into box-like rooms for juvenile, youth and adult services since solid walls freeze the plan. Where a separation is desirable the division can be made by free standing bookcases, vertical files or other low elements. Then when the space requirements of a public service unit increase or decrease, the library service areas can be adjusted to meet this demand. Flexibility has become a requirement of great importance in library planning.

5. Artificial illumination should be evenly distributed over the public service areas so that freestanding bookcases, tables, chairs and other equipment may be moved to new positions and still be well lighted. Desk and floor lamps are generally not satisfactory for public library use as they create a disturbing contrast in light intensity, require numerous electric power outlets and give the room a cluttered appearance. Though there is no general agreement on the amount of light required for large reading areas, experience indicates that 40 foot-candles is adequate for most readers.

6. A number of design principles can be employed to change the often forbidding atmosphere of older libraries into one of cheerfulness and welcome. Such features as lower ceilings, elimination of ornate corridors and grand stairways, colorful walls, gay colors on rebound books, and furniture upholstered with plastics in inviting colors will make the library attractive to more readers.

Long rows of tables and chairs create a monotonous looking interior. A more useful reading space can be created by providing some lounge areas equipped with comfortable tables, sofas and light and tables which can be pulled up to a chair for writing. Reference areas can be provided either with individual tables or those which seat four people.

7. Light colored floors are recommended because they reflect more light upon the lower bookshelves and also make dirt less apparent. Many people find a contrasting checkerboard floor to be disturbing when reading—the floor appearing to be in motion when viewed from a corner of the eye.

8. Acoustical treatment by means of acoustic ceiling tile, wall treatment and the arrangement of book stacks, draperies and similar elements should be considered by the architect. Librarians no longer talk in whispers and try to maintain the tomblike silence of older days, but they do like to keep the noise level low so it will not disturb readers.

9. Librarians have come to recognize the need for smoking facilities. Experiments with smoking in all public areas have been found unsatisfactory for several reasons; insufficient ventilation for smoke removal, burns on the furniture and objections of non-smokers. However, these difficulties can be overcome by designating a special area for smoking.

10. Lower ceilings have many advantages. They facilitate good lighting and the replacement of electric lamps, reduce heating costs and because of smaller wall areas make cleaning and repainting cheaper and easier.

11. The control desk for checking out, registration of borrowers and receiving of returned books should be located adjacent to the entrance. Psychologically, locating this desk parallel to the borrower as he enters the building seems preferable to confronting him with it. The old type control desk was a bulky and forbidding barrier to borrowers who felt they were under observation from the moment they entered the building. The modern control desk is smaller and lower; 35 inches (·89 meters) high at the adult and 30 inches (·76 meters) high at the children's end. The work room for the control desk should be located directly behind it so that routine operations such as sorting returned books, etc. may be removed from the control desk and yet be conveniently nearby.

12. The elimination of storage closets will help reduce building costs and provide greater flexibility. Moveable steel or wood storage cabinets have proved to be more satisfactory and additional units may be added if the need for more capacity occurs.

13. Permanently built-in features such as phonograph listening booths and microfilm reading booths are of questionable desirability as they tend to freeze the plan and require expensive duct work for heating and ventilating. Furthermore they are wasteful of floor area. Microfilm reading devices of the latest type can be used satisfactorily in brightly lighted reading rooms. Table-top record players with earphones have been found highly satisfactory. Electric power outlets under the floor should be provided for this equipment.

14. The bin type periodical case is a desirable feature if space is available. These units display the current issues of magazines on a hinged sloping surface which can be raised to obtain the previous issues in the bin behind.

15. In the work rooms both space and expense can be saved by employing work stations instead of individual desks. Each work station containing ample work and shelf space as well as one or more drawers is usually assigned to an individual staff member.

16. In the auditorium provision should be made for an underfloor conduit carrying wiring from the sound motion picture projector to the loud-speaker near the screen thus eliminating the hazard of an electric cable on the floor. A three way switch near the projector will enable the operator to control the room lights without leaving the projector.

The building elements listed above have been considered in some detail as they are the extremely important and often overlooked details in library building planning. The author of this program is prepared to supply scaled drawings of the elements described in this section where applicable.

SELECTION AND USE OF AUDIO-VISUAL MATERIALS AND EQUIPMENT IN PUBLIC LIBRARIES IN ASIA

by

M. M. L. TANDON [1]

The primary objective of a public library is 'the diffusion of knowledge'. It is the 'intelligence centre' of the community where people who are making, doing and thinking things get their information to do their jobs in a better way. It has been often called a 'People's University' extending an opportunity and an invitation to the whole community to continue the learning process throughout life. It helps individuals and groups to educate themselves; promotes and encourages thinking; gives an opportunity for aesthetic appreciation and finally provides material for recreation and enjoyment.

The book and the printed page are and will continue to be the principal tools of the library in the attainment of this objective. This, however, has led to a wrong belief among a few librarians that these are the only tools with which they are concerned. Public librarians have long been accustomed to providing still pictures, maps and charts. Science has made progress and provided us with new tools in the form of films and filmstrips which, as the phrase goes, are 'old wine in new bottles'. Films and film slides are books printed on cellulose, rather than paper, to be read and heard with the aid of projection equipment. The book has not lost its content; it has changed its form. Audio-visual materials expand and enrich the library's contribution to the community. There is a misconception that these materials are in competition with the printed page. Far from that, they supplement the printed page. It is any librarian's experience that books, which have been filmed, televised or played, become the best read books of the library. There is an immediate increase in the demand for these books, and librarians with foresight order extra copies in advance. Film forums, group discussion meetings and series of lectures always increase the demand for books discussed.

This change has helped the printed page to be understood better and by a number of individuals at the same time. Mr. G. Doan McDonald, of the New York Public Library, in his report to the American Library Association Joint Committee on Education Films and Libraries,[2] writes, 'Films introduce a world we never saw, a life we never lived and people we never knew. They show glimpses of beauty to be treasured and ugliness which man must strive to obliterate. They can speak directly to many who are not accustomed to obtaining ideas from the printed page. They quickly summarize a subject, raise an issue, or pose a problem. They furnish a speedy method of communication to large groups and provide them with a common experience. They provide a visual imagery to be applied to the things people read. They can clarify job techniques for the

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[1] Head, Social Education Department, Delhi Public Library (India).

[2] McDonald, Gerald Doan. *Educational Motion Pictures and Libraries.* Chicago, American Library Association, 1942. 183 p. illus.

worker, picture the living past for the historian and extend the range of the eye of the scientist. They have in them the power to open study on vital problems, to plead the case for neglected humanity, to revitalize democracy and to develop a more responsible citizenship.'

Audio-visual aids have an added advantage over the printed page in that they attract and hold attention. They aid retention of information and visual images. The mental images created by pictorial stimuli and models are easy to recall because of the intense interest at the time of reception. Human beings have a greater interest in the realistic and concrete than they have in the abstract and symbolic.

The use of audio-visual aids in public libraries in Asia appears particularly important when we take into consideration the millions of adults who are either totally illiterate or semi-literate. The governments and social welfare organizations in the countries concerned are trying their best to make people, specially adults, literate but it is a slow process, and public libraries cannot just sit and wait till these people are ready to use the printed page but should provide audio-visual materials. The film, the filmstrip, the wall news sheet, slides and pictures not only impart information but encourage people to ask for more information about scores of subjects they are interested in.

Necessary and important as the use of audio-visual aids is in public libraries in Asia, it poses three problems:

(1) The financial aspect is the most important. Public libraries in Asia are not in a position even to give adequate book service. A number of projects are left out simply because funds are not available. How far will it be possible for these libraries to invest money in audio-visual materials and will that expenditure be really justified when those funds could be used for bettering the book service?

(2) Electric power is needed to run the film projectors and, except for big cities, most of the villages and small towns in Asia do not have that facility.

(3) Films, filmstrips and recordings in order to be of real help should have a direct relationship to local and national problems, and to be realistic, should be produced in the countries where they are used. As things are at present, the production of suitable documentaries and information films and filmstrips by Asiatic countries is far below the demand and need.

The writer of the paper feels that these three problems, difficult as they appear, are not insurmountable.

The first problem, that is, the lack of adequate funds, can be overcome in part by having a regional system of public libraries in which audio-visual resources can be pooled. Also, for some time at least, until public libraries in Asia begin to get enough funds, more emphasis should be laid on the use of inexpensive aids like silk screen posters, pictures cut from magazines, charts which can be had free from government agencies and exhibits. Unesco projects in China and India on the production of audio-visual aids show how cheaply these aids can be produced locally without much equipment. Attention is invited to a Unesco publication entitled *The Healthy*

Village[1] which describes in detail an inexpensive method of producing filmstrips and glass slides.

The absence of electricity can be compensated for through the use of batteries or even oil lamps. Sometimes the battery of a mobile truck will give efficient service.

The third problem is really very difficult. Libraries depend upon government or commercial agencies for audio-visual materials such as films, filmstrips and recordings. By themselves they cannot do much except to produce filmstrips as described in *The Healthy Village*,[1] and that only when they have a member of the staff trained in this work. Government film bureaux and commercial agencies are active in the field and films, recordings and film slides are being produced but at a very slow pace. With public libraries creating a demand, production of these materials will increase. Films and filmstrips from other countries are already being extensively used, but each requires a good commentator who knows the subject of the film.

Before we move on to the description of the various audio-visual aids, it is important to mention that mere possession of the materials by a library is not enough. At least one member of the staff must know how to operate projectors and be well grounded in the technique of group discussion.

Kinds of Audio-visual Materials and Equipment :

Audio-visual materials and equipment may be divided into two categories:

1. Those which do not require any mechanical device.
2. Mechanically projected or played.

In the first category are still pictures, maps, charts, posters, wall news sheets, graphs and pictures displayed on flannelograph.

In general, the term 'picture' covers the contents of the 'library picture file': pictures, postcards, photographs and many items drawn from newspaper pictorials and advertising pages of magazines. A librarian, who knows his community and its tastes and needs, can cut out pictures from very humble sources as mentioned above. These are usually pasted on thin cardboard and filed, with a subject index on cards. Maps, charts, posters and graphs are other such materials which are very helpful to group discussion leaders in adult education activities. Filing facilities of the library usually determine the strength of the stock. Usual sources for this kind of material are government agencies, welfare organizations, special agencies of the United Nations such as Unesco, W.H.O., F.A.O., etc. Maps are usually commercially marketed and are easily available at any standard book agency.

Wall news sheets and flannelographs are two devices which have been extensively used in India and other countries to further fundamental education programmes. Important news of the day are written in bold letters with coloured pictures and photographs aesthetically placed in the text. The wall news sheet is placed at a vantage point in the library where neo-literates will see it and read it.

In places where electricity is not available and batteries comparatively costly, the flannelograph seems to offer the best solution. What is needed

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1 Unesco. *The Healthy Village*. Paris, Unesco, 1951. 120 p. illus.

is a frame 3′ × 4′ with filter cloth or any other coarse cloth as base. The drawings and pictures are made on cartridge paper which has been previously glued to lint. The flannelograph is often used in story hours for children and also for lecture series for adults.

Mechanical Equipment is required for :

Slides.—Slides are available in two principal forms:

(1) The standard slide (3¼″ × 4″) is an individual picture on glass and is at present used a great deal where motion and continuity of process are not prime considerations.

(2) The miniature slides (2″ × 2″) are composed of 35 millimetre single or double frame film protected by glass or cardboard mask. Miniatures differ from standard slides only in size and film base and are now being liked more, since they need less space for storage and last longer.

Filmstrips (also called film slides or slide films) are short strips of 35 mm. perforated safety film containing a series of still pictures. One filmstrip may consist of 14 frames only or it may be 70 frames but usually it is 35 to 40 frames.

Sound filmstrips are the same as the above filmstrips except that they are provided with commentary by a record reproduced *via* a loud-speaker. The sound is recorded separately on a disc record. A faint ring of a bell in the recording indicates when the projector operator should show the next picture on the filmstrip. The recording usually takes the place of the script which a commentator has to study before he can give commentary along with a silent filmstrip.

The advantages of the use of the filmstrips are manifold. The operation is limited to turning a knob to change the picture. They are inexpensive from the standpoint of equipment, maintenance and materials. The film rolls are small and can be stored in small tin containers.

Films as they are used for group discussion programmes and for film forums are of two categories: silent and sound. Both of these are 16 mm. and are on non-inflammable base. The 16 mm. silent film may be identified instantly by the fact that sprocket holes appear on both edges of the film. When silent films are projected on a sound projector, the machine (projector) is set at silent speed—16 frames per second as against 24 frames per second of sound films. Silent films are less expensive to produce, to purchase and to rent. The silent projector costs considerably less than the sound projector. The silent film, however, throws greater responsibility on the group leader.

Sound films can be identified by the fact that sprocket holes appear on only one side of the film. On the other side is recorded the sound track which may be seen by holding a piece of sound film toward the light.

Sound films should never be used on a silent projector though sound projectors can run silent films.

Tips on the Selection and Use of Films and Filmstrips :

To be really effective, these materials should present ideas and information better than they could be presented by a book, slide, chart or lecture.

The following are a few points to watch in evaluating films for use in public libraries:—

(1) The cost of the film should not be very high.
(2) The film should not contain unnecessary footage and irrelevant material. Some films are unnecessarily costly simply because they are too long.
(3) The film should contain accurate information and should not suggest things which are in conflict with the traditions of the audience.
(4) It should contribute to and motivate mental activity by raising questions and problems, sending members of the audience in search of further information.
(5) The information conveyed should be easily grasped, reliable and free from undesirable propaganda.

Films and filmstrips have a cellulose acetate base which is non-inflammable but is extremely sensitive to humidity. They are seriously damaged when the moisture content is too high or too low. Atmospheric conditions, with a relative humidity of about 50 per cent, a temperature of 70° to 80° F. and air free of dust and acidic gases, are recommended.

Films and filmstrips must be inspected after each use and repaired if needed. Films will usually need to be cleaned one to four times a year with *carbon tetrachloride* applied with a soft cloth.

Radio and Recordings (both on tape and disc):

Radio stations in Asia broadcast special programmes for persons living in the rural areas and for children. It is imperative for public libraries to record these programmes on tape and make them available to groups when they feel like hearing them. Tape recordings are even more helpful than radio because there is only one-sided communication of ideas whereas the recordings can be used along with discussion and explanation can be given where and when needed.

Sources of these materials :

Asia.—Lists issued by Ministries of Education, Health and Welfare as also by Film Divisions of the Governments.

United States of America

(*a*) Directories—

(1) Educational film guide—H. W. Wilson Company, 1951. 794 p. $7·50 (supplements 10 times annually).
(2) Films for public libraries—A.L.A., 1955.
(3) Filmstrip Guide—H. W. Wilson Company, 1954.

(*b*) Periodicals—

(1) Adult Leadership—Published by the Adult Education Association of U.S.A. 743 N. Wabash Avenue, Chicago 11, Ill. (Monthly, except August.) $4·00.
(2) Library Journal—R. R. Bowker Co., 62 West 45th Street, New York 36, N.Y. (Twice a month from September

through June; monthly in July and August.) $9·00. $5·00 to libraries with income under $4,000·00.

United Kingdom

(1) Visual Aid Year Book (a Daily Mail publication).
(2) Visual Aids—Films and Filmstrips, Parts I–VI, published by Educational Foundation for Visual Aids.
(3) Sources of Visual Aid Material—Foundation Papers, published by the National Foundation for Adult Education, 79 Wimpole Street, London, W.1.

Equipment :

The first item of expense to be met in setting up a film service, aside from making provision for the films, is a 16 mm. sound projector which will accommodate both sound and silent films. They now cost from $300·00 up.

In selecting a projector, the true quality of the machine must be tested impartially. 'If a machine will run for an hour without getting so hot that it is uncomfortable to the hand,' writes L. J. Hibbert, 'if it will show a steady picture of suitable brightness, and if in addition it does not tear film when the perforations do not engage properly, then it may be expected to give good service.'

The library should secure a machine that will deliver satisfactorily the performance which will be required of it, keeping in mind the need for a machine of a weight that the staff will be able to handle.

The following points are presented as an aid in selecting a good machine:—

(1) *Illumination.*—In general, projectors using 750 watts or larger projection lamps will give sufficient illumination.
(2) *Simplicity of operation.*—Lamps and belts may be considered as expendable items which will require replacement, and the simplicity of replacement is important.
(3) Simplicity of upkeep.
(4) Tone quality and volume.
(5) Steadiness of screen image.
(6) Focus.

The ability of the dealer from whom the equipment is purchased to replace broken parts and to service machines should be taken into consideration. Once a year the projector should be completely overhauled—cleaned and oiled. Special care should be taken that the projectors are not over-oiled.

Film projectors commonly used in public libraries are manufactured by Bell and Howell Co., R.C.A. and Ampro. All these companies have representative agencies in big cities of Asia and are most glad to give free demonstration when requested.

The 'Aldis' Epidiascope is most commonly used in public libraries for projecting opaque objects. It is fitted with equipment to accommodate glass slides as well as filmstrips and miniature slides.

The Revere Tape Recorder is used more commonly than other brands and is reported to give good service.

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STARR, CECILE, ed. Ideas on Film; a handbook for the 16 mm. film user. New York, Funk and Wagnalls Co., 1951. 251 p. $4·50.

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BUSHONG, CHARLES. Community film use. Evanston, Illinois, Film Council of America, 1952. 28 p. 25 cent.

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PUBLIC LIBRARY READING TASTES IN THAILAND

by

MAENMAS CHAVALIT[1]

1. What do public library users read?

Public library book cards and circulation statistics show that 40% of books borrowed are fiction. Novels about family relations and problems and love stories are preferred to other kinds. Adventure and detective stories come next. After World War II interest in other countries increased and travel books are now widely read, though there is not much demand for such publications in translation. Books about religion, mainly Buddhism, come third and science books are least read. Circulation statistics compiled during the first five months of 1955 show that public library patrons read:

	%
Fiction	40
Travel, biography and history	25
Religion	9
Literature	8·3
Miscellaneous	4·6
Sociology	4
Philosophy	3
Applied sciences	2·5
Arts	2·1
Languages	·8
Science	·7

2. What are their reasons for reading?

(*a*) It is obvious that most of the readers are using libraries for recreational purpose only. Thai people do not have the habits of turning to books for the answers to their problems. To them, books are either for relaxation or textbooks which will help them to pass examinations in schools. Very few read for information, and still fewer realize that books can help in developing their skill. Since most people buy their textbooks, they come to public libraries for light reading only.

(*b*) The lack of background knowledge for serious reading. The majority of public library patrons are those who have very little education. About 50% are the newly literate, housewives, manual workers, samlor drivers and those engaged in small trades. These have finished, or are about to finish, their elementary education. Secondary school students constitute another 40%. The rest are school-teachers and government officials. Among these about 10% are university graduates.

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[1] President, Thailand Library Association.

(*c*) The majority of the Thai are interested in domestic affairs only. Taste for books about social problems and national and international affairs has developed only among the educated few.

3. What can be done to promote reading for purposes other than recreational?

(1) The reading habit should be cultivated from childhood. Schoolteachers should show pupils how they can use books to enrich their lives and satisfy their curiosity.

(2) Libraries should adopt various methods to stimulate purposeful reading. Readers' advisory service will be helpful to those who lack the background for reading better books. The present problem is that we still need professionally trained librarians.

PUBLIC LIBRARY READING TASTES IN THE PHILIPPINES

by

LUIS MONTILLA [1]

Since there is not sufficient time to gather enough materials on which to base a special study of the tastes of the reading public in the Philippines, only the statistics contained in the last annual reports from thirty-five (35) provincial and city branches and one hundred and thirteen (113) municipal libraries are hereby submitted in the hope that they can serve even in a slight way to document the discussion.

According to these statistics which are for the year 1954, the number of persons using the resources of these public libraries has reached the million mark. The number of times reference books were consulted in the reading rooms was 3,574,656. During the year, the registered borrowers were 148,398 and the number of times books were borrowed by them was 2,197,976. Roughly classified, the active registered card holders were as follows:

85%—Enrolled in educational institutions
4%—Teachers
11%—Others

The public libraries mentioned herein serve all classes of people regardless of nationality. Some of them go to the library and read what they want without applying for the privilege of borrowing books for home reading. This class of readers represents a very high percentage of reading room attendance every day. Also, a number of individuals do not bother going to the library as they buy their own books, magazines and newspapers.

What the people in general are reading may be learned from the accompanying tables. TABLE I is a record of books by class borrowed for home use from the municipal libraries; TABLE II, a record of books consulted in the reading rooms of the municipal libraries; and TABLE III, a combined record of books borrowed for home reading and of books consulted in the reading rooms of the provincial and city libraries. It will be noted in Tables I and II that the kinds of books that lead in circulation are those in vernaculars, mostly in Tagalog (the basis of the national language that is in the process of development), Visayan, Ilocano, Bicol, Pangasinan, Pampango and other dialects. The second in the number of books circulated is fiction, which indicates that stories of love and life are very popular in the municipalities and barrios. Among the books read were 14,983 in Spanish. This shows that the language of Cervantes is still spoken or understood even in the far nooks of the Philippines. Both Tables I and II indicate that, given a well-balanced and well-selected collection of books under each class of knowledge, the country people enjoy the privilege of reading as much as their urban counterparts do.

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[1] Director, Bureau of Public Libraries, Department of Education, Manila, Philippines.

In the case of Table III, the class of books read most by the public in the cities and provincial capitals is literature in general. The second is fiction or novels. The third in popularity, especially since World War II, has been technology or useful arts. Many of the people who lost their homes, fishponds, poultry yards and the like sought the help of the public library for aid in the repair or rehabilitation of their homes and industries.

As to the other kinds of books in the public library aside from fiction and useful arts, it seems that the readers have almost the same tastes. The number of each kind read is about the same. The reason for this is that practically 90% of library patrons are studying in schools and universities. Before they can graduate each of them has to read a certain number of books under each class of knowledge.

The records further show that some library patrons outside of school or college come to the library to read books that give them useful information and further knowledge needed for improvement in their respective occupations. They seldom read for recreation, but if they do, they want to read the best and latest books. The clamour for new good books is common to all the reading public. Aware of this, library officials have been asking the authorities to appropriate sufficient funds to permit purchase of the needed materials. The presence, however, of more pressing needs of the government and of the people in general, requiring immediate or prior attention of the legislators, has led to the repeated postponement of the long-felt need for library improvement.

Extension of Library Facilities :

In an effort to implement the programme of the President of the Philippines to extend the benefits derived from public libraries to the far-flung rural areas, the Bureau of Public Libraries decided to launch a nation-wide campaign for the establishment of library facilities in places where there are still no libraries. The tastes of most readers in the rural areas are practically the same as those in the cities as is shown in the tabulated statistics from the municipal libraries. Accordingly, books of general interest aside from those that deal in the improvement of local industries and of other activities of the people should be provided to the local libraries to be organized.

In the case of the illiterates, it has been observed that audio-visual aids, such as movies and radios seen and heard by the people in the barrios at special occasions, are doing wonders. More of these aids are very much in demand.

All problems confronting library officials in the improvement and extension of efficient library service revolve around the need for funds. It is hoped that our government will soon be able to provide the necessary appropriations.

Table I

Book Circulation for the Fiscal Year 1953-1954

Based on monthly statistical reports of municipal libraries

Provinces—23

Town libraries—113

000	23,958
100	26,105
200	26,680
300	36,690
400	33,816
500	48,259
600	44,788
700	32,687
800	48,494
History	44,056
Travel	20,086
Biography	29,130
Fiction	170,065
Juvenile	99,357
Pamphlets	5,412
Vernaculars	188,632
Spanish	14,983
TOTAL	893,198

Table II

Reading on the Premises for the Fiscal Year 1953-1954

Based on the statistical reports of municipal libraries

Provinces—23

Town libraries—113

000	46,626
100	24,566
200	29,086
300	32,475
400	38,676
500	37,747
600	35,562
700	24,494
800	42,350
History	41,702
Travel	21,686
Biography	45,386
Fiction	17,945
Juvenile	45,802
Periodicals	974,352
Pamphlets	203,907
Vernaculars	209,969
Spanish	23,701
TOTAL	1,896,032

TABLE III

Combined Statistics of Book Circulation and Reading on the Premises in the Provincial and City Branches for the Fiscal Year 1953-1954

Provincial branches—25

City branches—10

000	79,715
100	25,459
200	24,159
300	60,024
400	63,299
500	91,160
600	74,754
700	42,297
800	101,553
History	49,356
Travel	35,220
Biography	42,673
Fiction	165,706
Juvenile	127,465
Periodicals	1,076,477
Pamphlets	98,047
Vernaculars	137,249
Spanish	73,235
TOTAL	2,367,848

BOOK SELECTION IN PUBLIC LIBRARIES IN ASIA

by

L. M. HARROD[1]

The Unesco Public Libraries Manifesto[2] says that 'the complete public library should provide books, pamphlets, magazines, newspapers, maps, pictures, films, music scores and recordings, and give guidance in their use. The public library should offer children, young people, men and women opportunity and encouragement: to educate themselves continuously; to keep ahead of progress in all fields of knowledge; to maintain freedom of expression and a constructively critical attitude toward all public issues; to be better social and political citizens of their country and of the world; to be more efficient in their day-to-day activities; to develop their creative capacities and powers of appreciation in arts and letters; to aid generally in the advancement of knowledge; to use their leisure time to promote personal happiness and social well-being. With a well-trained, resourceful and imaginative staff, an adequate budget and public support, a public library can become what it should be—a university of the people offering a liberal education to all comers. Citizens of a democracy have need of such opportunities for self-education at all times'.

In order that this policy may develop in the ways outlined in the first part of this quotation it is essential to provide an adequate supply of books and other materials. This is the first basic requirement of any library and it cannot be provided unless the librarian has a knowledge of local needs and is adequately trained in librarianship.

Educational development is making rapid progress in Asian countries and illiteracy is lessening; but it is futile to teach children or adults to read and then fail to provide them with suitable pamphlets, booklets or books which they can read with interest and without undue effort and so develop the elementary skill already acquired. But this appears to be the situation in a number of countries. If new literates do not have access to such suitable literature whereby their newly learned ability can develop they will rapidly lapse into illiteracy again. The public library service takes over from the teacher by providing this literature freely, readily and with the minimum of formality.

Many peoples without a long tradition of book usage have not got into the habit of reading for pleasure. Even many of those who have been educated in a Western language and normally read in that language are not habitual readers to the extent that most Western peoples are. It is largely a question of home conditions and example. Where parents are habitual readers and homes are not so crowded as to make reading unenjoyable and where books are easy to purchase and consequently become a part of the home furnishings, one can expect the children to develop the reading habit. Where these conditions do not exist the habit is not so likely to be formed.

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[1] Librarian, Raffles Library, Singapore, Federation of Malaya.

[2] Unesco. *The public library; a living force for popular education.* Paris. Unesco.

The public library can do much to encourage the reading habit by providing literature within the capacity of the people served and should concentrate particularly on the children. If children can be encouraged to read regularly there is a reasonable chance that they will continue the habit as they grow up.

Most Asian countries have a percentage of the population who have had an education much higher than that of the bulk of the people, possible in a Western language. In many countries also the language of instruction in most schools is not a vernacular language. In some countries the language of instruction varies in different schools. It is therefore necessary to provide a wide range of books to meet the varied needs of the exceptionally well-educated people, of those who have received the usual formal education in a Western or a vernacular language, and also the literates. The problem of book selection therefore falls into two parts: it must meet the demands (usually existing) of those able to read easily—even advanced books—and it must awaken and increase a demand from the new literates.

The chief consideration in providing books in any public library is the needs of the people to be served. The book selector must therefore ascertain these needs. Almost any area will require fiction in fairly large quantities, books of pure literature in the languages mostly used locally as well as translations into those languages, and plays, poetry and essays in the original languages providing there are sufficient people to read them. Books will be required on all subjects, e.g. science, philosophy, religion, economics, politics, education, languages, fine and applied arts, biography, history and travel. Special attention should be paid to local industries. In a commercial, trading or manufacturing area statistical returns, periodicals, trade catalogues, specialized yearbooks, reference books, and special and general books on commerce in general, manufacturing, production and distribution will be needed. Books of reference on all subjects will be provided in a room set apart for their consultation.

The proportion of books in each subject and the degree of difficulty (whether elementary or advanced) will depend on the needs of the readers: usually some of each will be required.

In an area where several languages are commonly used, books covering the same ground will be required in each language providing they exist. In many vernacular languages the literature is so small and of such poor quality that reliance must be made on books in one or more of the Western languages. These have been the languages of learning for centuries and will remain so for many years to come. It is not possible adequately to translate scientific books into some Asian languages.

One of the most important criteria in all book selection is to avoid personal political and religious bias on the part of the selector. All shades of opinion must be fairly represented.

Another criterion is that the books must be the best available.

These criteria lead to a consideration of aids for the book selector. Critical reviews in reliable general and special periodicals are the best sources for particulars of recently published books. Such reviews of older books are difficult to find easily except in such publications as the *Book Review Digest* which is published in America and consists of extracts from several reviews. Apart from these and advice from specialists on particular subjects, the book selector must rely on bibliographies, trade lists and lists of books added to libraries. General bibliographies of books in Western languages are fairly common; up-to-date subject bibliographies are not

easy to trace; lists of books issued by the book trade in some European countries exist; lists of books added to libraries are usually published for free distribution to members but some are available to anyone at a small charge. Bibliographies, trade lists and the other publications mentioned are seldom published in Asian countries. A recommended selection is given in an Appendix.

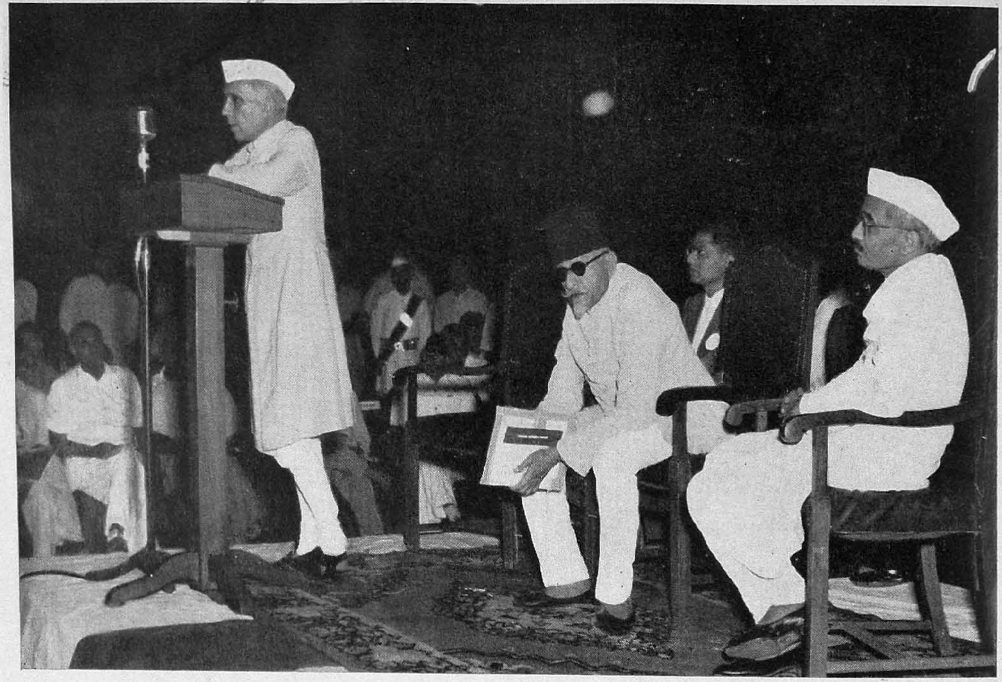
In countries where there is no tradition or history of book publishing, or of reading, the problems of providing enough suitable reading material in vernacular languages are at the present time very great. In most countries where there is considerable illiteracy there is very little or no literature in the vernacular with the result that those who are taught the elements of reading are unable to progress beyond this stage or to enjoy the benefits and pleasures of their newly acquired skill. The new literate does not, in any case, take to the idea of reading without encouragement because neither he nor any of his friends has any background of reading experience. Most of his non-working time (which has in many cases taken a much smaller proportion of his time than is the case in Western countries), and of his ancestors, has been spent in chatting, loafing, handicraft or domestic duties.

The new literate needs small pamphlets on practical subjects which will help him play a bigger part in society and attain a higher standard of life. These should deal with such subjects of practical benefit as civics, food, hygiene, agricultural methods, poultry, cottage industries, animal husbandry, baby care, travel, traditional culture, religion, and short stories or serials with a local setting. Such publications will give the reader elementary instruction in his daily tasks, improve his ways of life and assist the social welfare and medical officers in their work. They will also develop pride and a proper sense of value of the reader's national heritage. In order to find out what is available the librarian must keep in close touch with a mass literacy department should there be one, the education authorities and the firms or organizations concerned with publishing material which is suitable for the new literate. There is unlikely to be a very large literature available and many copies of each title will be needed. The result will be that collections of books for the new literates will consist very largely of duplicates. Many of the new literates and semi-literates are students, and public libraries can perform a useful service by making available books on the subjects they are studying. Efforts must be made, however, to see that students do not look upon the library as a place from which they can normally obtain their textbooks: such use can become an abuse and funds intended for the purchase of a wide variety of books for the community as a whole may be swallowed up in providing books for only a section of the community. It is essential to provide books which can be read for reading's sake and attention must be directed to these by displays and other means so that students will be led on to reading for pleasure.

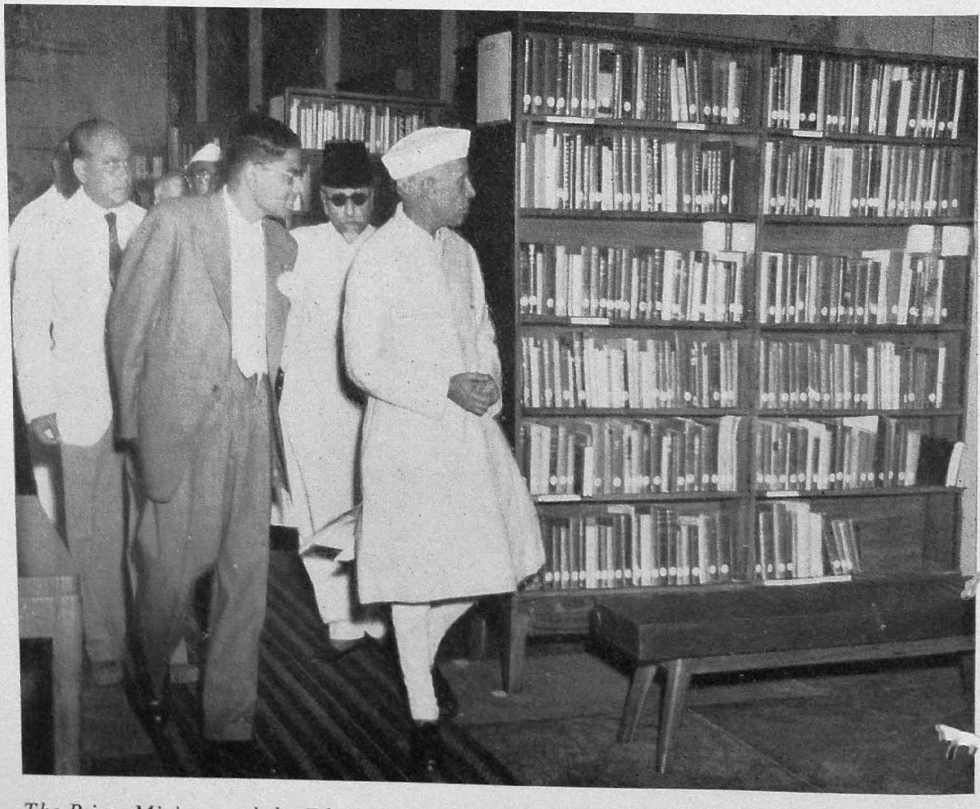
It is essential to maintain the reader's interest: this is the key to his reading progress. Books intended for adults must be about subjects which have an interest and practical value for them and they must be written in simple language.

Stories, even in the simplest language, must be about people and experiences within the comprehension of the people it is expected will read them; they must not be too juvenile. This applies to any language. Simplified versions of the so-called classical fiction of English and other languages

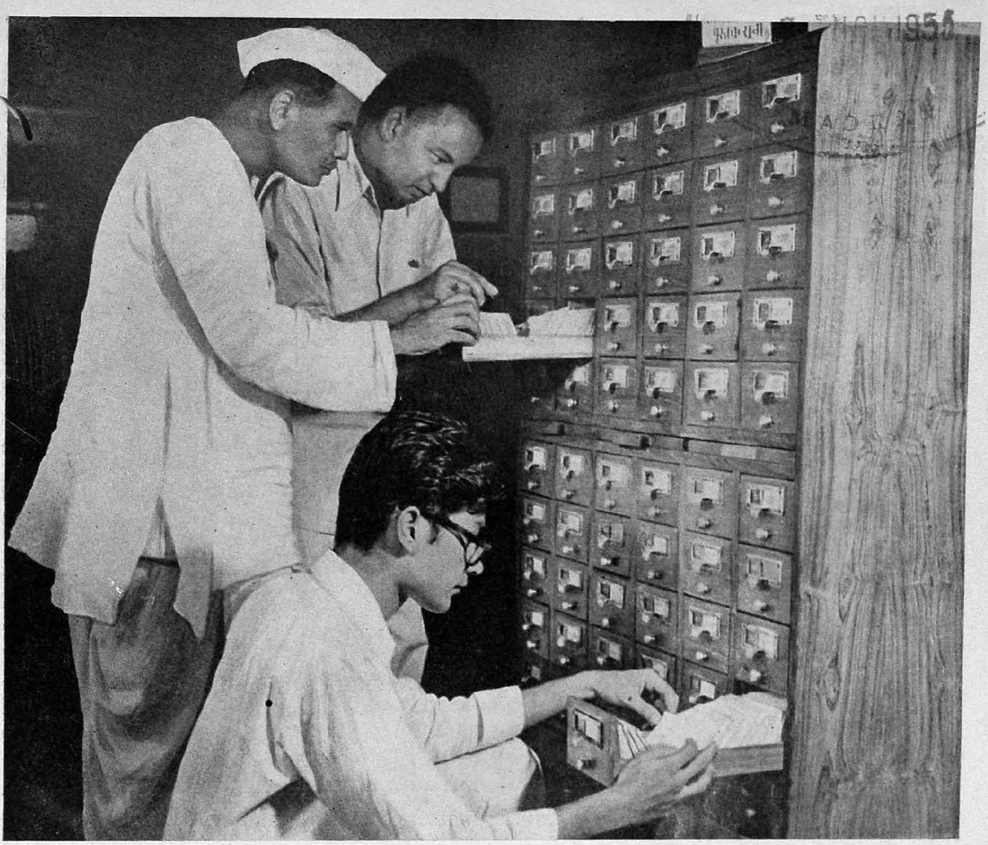
The Delhi Public Library.



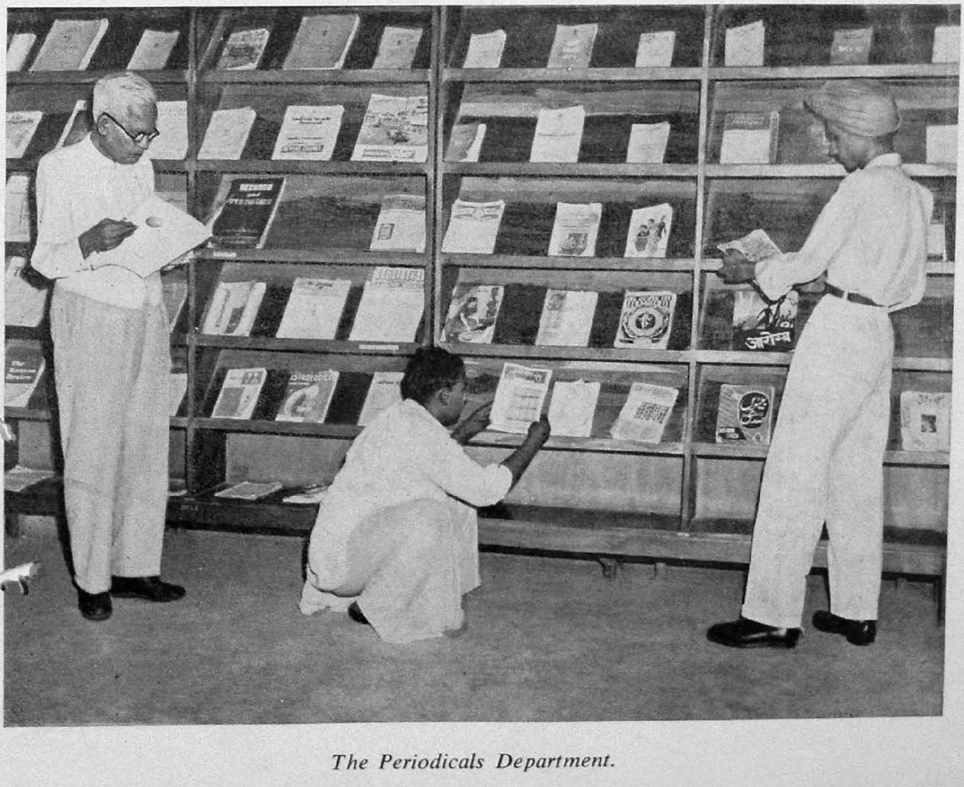
The Prime Minister addressing the gathering on the opening day.



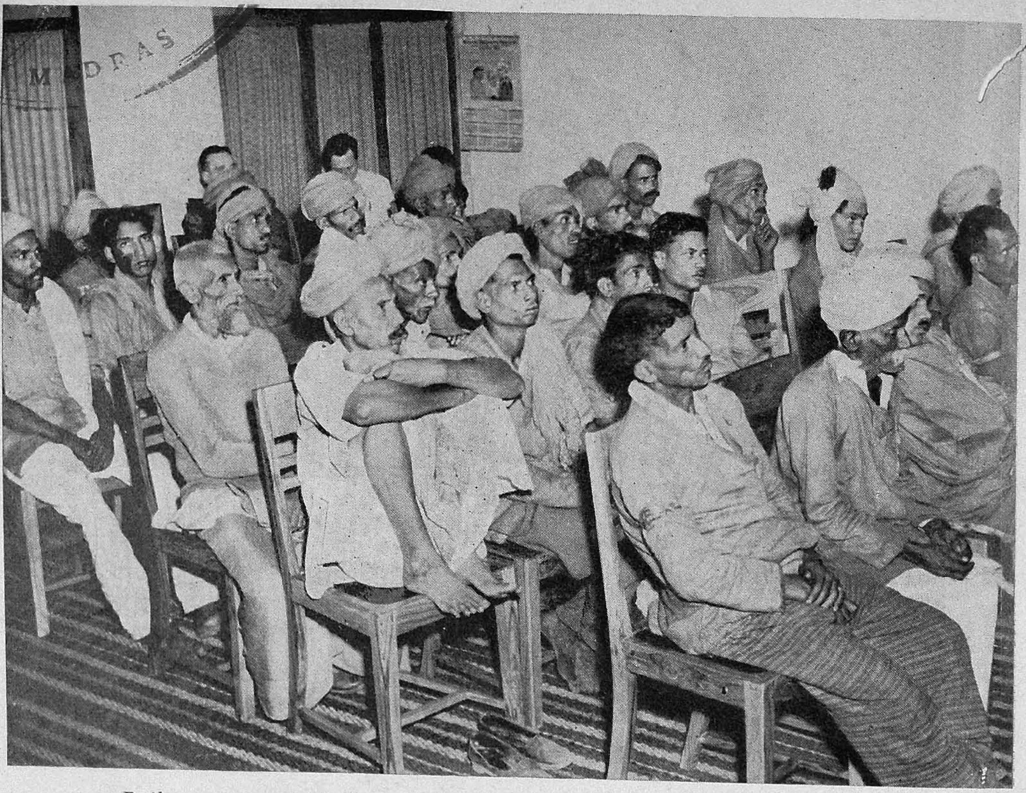
The Prime Minister and the Education Minister being shown round the Library by its Director.



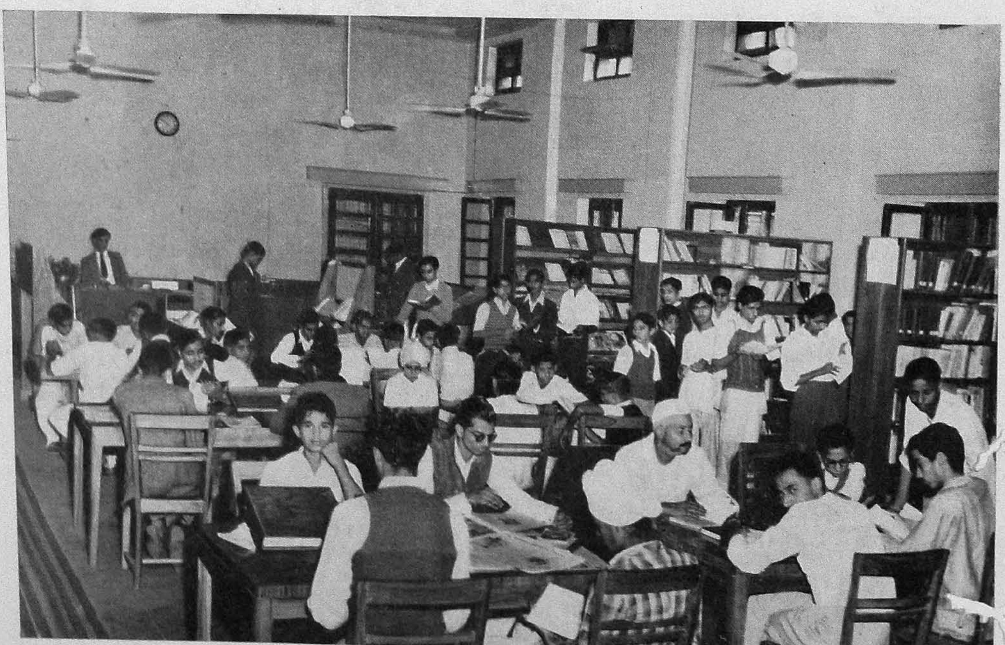
The Card Catalogue of the Library.



The Periodicals Department.



Railway porters enjoying a film show in the Social Education Department.



A view of the Lending Department.

in their original language are particularly useful for new literates and children who are learning a non-vernacular language.

Books intended for children are rarely suitable for adults. New literates are usually keen to improve their educational, social and business status; they will therefore tend to read more non-fiction than fiction.

Much consideration must be given to illustrations. They must be within the experience and comprehension of the readers: if they are unfamiliar with drawings, book illustrations are unnecessary. Where readers are familiar with strip cartoons, these are a help in overcoming reading difficulties and also to encourage those who are learning a language to persevere, but personal guidance must be given to see that the students progress to something more advanced and do not stop at the strip cartoon. It is so very easy to be satisfied with this achievement and make no further progress.

Books for the new literates and semi-literates must inevitably be small because the readers have not acquired the skill to read a long book. This also has a psychological advantage in that they feel encouraged if they can read a book through from cover to cover. The physical act of reading is new and concentration on a page of type may be tiring. The type used must not be small, certainly not smaller than 10 pt. and preferably, especially for the first books, 14 pt. or larger. The page must not look crowded. The paper need not be of the best quality but it should not be of the poorest. Such books are not likely to have stiff covers so they will need to be bought in quantities to replace copies which quickly wear out. Bound books on the other hand should be printed on good quality paper, well illustrated and bound in a water-resistant and fadeless cloth. It is the book selector's job to see that only books of suitable format are purchased. Books bought in the country of publication should always be bought on approval and any which do not reach the approved standard returned to the bookseller. It is not so easy to do this when books are not bought from a bookseller's stock but to order; it should, however, always be insisted on that such books may be returned if unsuitable.

Newspapers and periodicals must be provided for those who are skilled in reading, and also to interest the new literate and especially the semi-literate so as to lead them on to reading more substantial publications. Many periodical publications are, however, of a sensational and very low standard and these should not be bought. Some countries undertaking a mass literacy campaign publish newspapers and periodicals as part of their work.

There is little information in print or obtainable on material specially written in connection with mass literacy campaigns, or available for new literates. However, I have been able to obtain the following particulars.

In India some pamphlets have been written in Hindi in consequence of the paucity of suitable material which became evident after the Delhi Public Library had been opened. The Mysore Adult Education Council which is the leading Indian producer of adult education literature has published over a hundred booklets on religion, science, economics, politics, geography, travel, architecture, useful arts, etc., and stories from epics, stories from other lands and folk songs. These contain 24 to 32 octavo pages set in 14 pt., and are well illustrated. The *Jamia Millia Islamia*, a Muslim religious organization in Delhi, which is the most scientifically organized of all agencies in India for the production of adult education literature, has

published booklets on health, hygiene, science, occupations, civics, religion, introductions to literature in general and to specific writers, and summaries of famous novels, poems and plays of other countries. These are in Urdu, total 521, comprise 16 to 20 pages, and are illustrated by line block illustrations. Central and State governments, and non-government and government-aided adult educational organizations and agencies, and commercial publishers also issue books suitable for new literates.

In Ceylon books for the masses are issued by the government and by commercial publishers. These include some specially for new literates and some on topics of interest such as agriculture, animal husbandry, co-operation, health, rural uplift, etc. Most of these books are published in Sinhalese although smaller quantities of most of them are published in English as well. There is a growing demand for books in the Swabhasha languages (the joint name for the national Sinhalese and Tamil languages) which are the languages of teaching in schools.

The Anti-Illiteracy Campaign Division in Indonesia is part of a ten-year Mass Education plan which was started in January 1951. It sets up small libraries and supplies them with books of three kinds, all in the national language, Indonesian; one, books printed in large type for beginners (these have no sentences); two, books printed in smaller type for those able to read sentences; three, books in ordinary-sized type for those who can read easily. This last group includes short stories about the readers' daily lives and written to develop general knowledge.

A few booklets in Malay have been published by or with the co-operation of the Department of Education of the Federation of Malaya.

In the last 2 or 3 years much attention has been given in England to improving the reading skill of children and adults whose ability is below average. A number of publishers have issued booklets in simple language which have been specially written to assist such people. The subject matter, whether fiction or non-fiction, coincides with the daily experiences or interests of the age group for whom they are intended. These are extremely useful for those who are learning English, especially if they start to learn it as a second language.

Insufficient bibliographies and lists of new publications are issued in Asian countries and this increases considerably the difficulties of book selection. A monthly list of books published in Indonesia began publication in January 1953 under the title BERITA BULANAN and is issued by KANTOR BIBLIOGRAFIE NATIONAL. *The Japanese National Bibliography*, 1948–1953, published by the National Diet Library, is based on the books received at the Receiving and Assorting Division. It has been reported that the Indian National Academy of Letters would in 1955 begin preparing a national bibliography of contemporary publications of literary merit in the major Indian languages. Unesco has also announced the publication of a directory of Asian reference books.

More publications of this kind are needed to assist librarians and educationists. A co-ordinating body to compile bibliographies, arrange international book loans, and collect and disseminate information on books published and on library services generally in Asia would be most useful. It could probably best be centred in a large national or public library.

The work of the book selector must constantly be allied to that of his colleagues who are responsible for distributing books to the readers. This makes much more successful his two-fold task of meeting the demands of

the better educated of his readers (and in doing so inevitably increasing that demand, for a good book stock will always find an increasing number of readers) and in stimulating a demand from the less experienced readers. There are numerous ways of increasing demands for books.

Such activities as the following could be used: mobile libraries, broadcast talks, talks on books, brains trusts, discussion groups, story hours, talks on the work of the libraries and the books contained in them, the use of audio-visual materials, mobile cinemas, art and other exhibitions, new and topical book and book-jacket displays (not always in the library). All these activities should direct attention to books. According to the type of activity, some should be held in the library but some in other premises or in the open air. Those held away from the library would help to focus the attention of those who might otherwise be unaware of the library's services. The work of the member of the staff who arranges these extension activities must be very closely co-ordinated with that of the book selector who must to some extent anticipate need and demand, and make sure that an adequate supply of the right kind of book is available before interest and demand are stimulated. The extension officer should give notice to the book selector as far ahead as possible (even several months if books have to be imported or specially written and published) of special exhibitions or activities which he wants to arrange.

PROVISION AND MAINTENANCE OF ELEMENTARY READING MATERIAL FOR ADULTS

PROVISIONAL DISCUSSION OUTLINE

by

H. A. QAZI [1]

I. GENERAL CONDITIONS PREVAILING IN MOST OF ASIA

A preliminary survey of the present general situation in Asia is essential to enable the Seminar to study the problem in its Asian context. This Group should constantly keep in mind the following salient features common to almost all the countries of the continent:

(1) Most are underdeveloped and have for long been under foreign domination—political or economic. Their peoples have remained backward materially and in mentality. They have not been offered the opportunities to adjust themselves to the onrush of new scientific ideas and political thoughts of twentieth-century civilization.

(2) The general standard of living is extremely low; starvation, sickness and mental stagnation are the prevalent symptoms of a poverty-stricken society. Recent catastrophes such as wars, internal political strife, floods, famines, soil erosion, refugee problems, etc. . . , have heightened the seriousness of the situation. National incomes are low and national budgets small.

(3) The majority of the people live in over-populated rural areas. Cultivation of land is their main occupation and their main source of income. Their standard of living and educational opportunities, as compared with the relatively small number of people in urban and industrial areas, are at a very low level.

(4) The present literacy rate in most of the countries is still very low.

(5) Diversity of language, religion and culture often occurs even in the same region and gives rise to varied interests and a sharp contrast of views among the people of the area. Multiplicity of religious beliefs, traditions, languages, standards of values, conceptions of the universe and the peoples' attitude towards their own cultures have made socio-political problems very difficult to tackle.

(6) Asian people are predominantly religious and extremely orthodox. Their outlook upon life and general approach to it are based more on spiritual ideals than on material gain.

(7) Everywhere in Asia a national consciousness is reawakening and seeking expression not only in political freedom and economic

[1] Officer on Special Duty, Directorate of Archives and Libraries, Government of Pakistan, leader of Group II.

self-sufficiency but also in art and literature. Asian peoples are extremely rich in their own traditions, cultural heritage and social achievements.

(8) In many parts of Asia formal steps are being taken to establish public library services or extend existing ones as part of the educational equipment necessary for social, economic and political development.

II. Statement of the Problem

When we as librarians take account in our work of the various factors enumerated above, the main problem with which the public library in Asia is at present faced, resolves itself into a question full of difficulties:

How can we encourage the production of various forms of useful and readable material, along with suitable audio-visual aids, in the many indigenous languages of each area for actual and potential readers, many of them are poor, diseased, ill-fed and socially and politically undeveloped?

III. Provision of Balanced Stock

1. *The rôle of the public library in an underdeveloped area:*

Its aims with special reference to mass literacy drives in Asia—the library as an integral part of education.

2. *The composition of a balanced stock:*

What sort of elementary and advanced reading material will the public library in Asia require to build up a balanced collection to meet the needs of its clientèle and thus serve effectively as a continuing instrument of adult education?

3. *Survey of existing reading material:*

To what extent has the existing literature in each Asian country or language area been surveyed in order to determine for public library purposes:

(*a*) Its subject coverage?
(*b*) The timeliness and the thoroughness with which scientific and technical topics are handled?
(*c*) The educational levels of the people for which it is suitable?
(*d*) Its literary quality and general suitability?

4. *What should be the aims in selection?*

IV. The Importance of Variety

What is meant by variety?

How can reading material be adapted for different classes of users according to their needs?

1. Variety of content and approach according to:—

(*a*) Degree of literacy.
(*b*) Mental and emotional make-up.

(*c*) Levels of culture.
(*d*) Religious beliefs.
(*e*) Economic standards.
(*f*) Literary and linguistic traditions.
(*g*) Historical development.
(*h*) Political aspirations.
(*i*) International obligations.

2. Variety of literary form:—

(*a*) Legends, fables, folk tales, stories, historical narratives.
(*b*) Epics and poems.
(*c*) Dialogues, dramas, plays.
(*d*) Essays, humorous and satirical writings.
(*e*) Factual, descriptive and critical works.

3. Variety of types of publications:

(*a*) Leaflets, pamphlets and tracts.
(*b*) Annuals, almanacs, yearbooks and directories, etc.
(*c*) Monographs and books.
(*d*) Dictionaries, encyclopedias, atlases, etc.

4. Variety in physical form:—

Format.
Illustration.
Type and composition.
Paper.
Binding.

V. Elementary Reading Material—Technical and Non-technical

1. Review of publishing in Asian countries and the dearth of suitable reading material.

(*a*) What are the causes of this situation in each region?
(*b*) What are the conventional methods of printing and publishing?
(*c*) What are the policies of the leading publishing houses and State-controlled or privately-owned presses?
(*d*) How do these matters affect the production of suitable reading material?

2. Preponderance in current production of

(*a*) Fiction

among non-fiction, of books on:

(*b*) Religion.
(*c*) Philosophy.
(*d*) Sociology.
(*e*) Astrology and other pseudo sciences.

3. Lacunae in collections in public libraries.

(*a*) What are the causes of these gaps?
(*b*) How are they to be remedied?
(*c*) What topics are of most importance to people in under-developed areas?

The Malmö Seminar, after having considered community needs in underdeveloped areas, suggested the following broad subjects for publications [1]:—

The improvement of local means of livelihood such as in agriculture and industry.
First aid in health and hygiene problems.
Dietetical advice.
Child care.
Household economy, thrift and saving.
Small industries and handicrafts.
Basic facts on science, natural history, history on man, etc.
Local geography and history of the community.
Civic matters, co-operation and international understanding.
Diverse recreational collections.

(*d*) On what specific technical and non-technical topics or regional interest must literature be produced to meet the requirements of readers in each area?

4. Religion and philosophy in Asian literature.

(*a*) What criterion should be observed in selecting publications on controversial subjects?
(*b*) How can problems of producing suitable material free from bigotry and written with due restraint and respect for other people's point of view be solved?

5. Fiction and other reading material for entertainment.

(*a*) Preponderance of fiction and short story material in Asian countries.
(*b*) Examination of current types of novels and general trends in theme and treatment.

Religious fiction.
Historical and biographical novels.
Romantic-adventurous fiction.
Mystery and detective novels.
Domestic novels, depicting everyday life.

What is 'immoral' fiction? Treatment of sex, personality, race, human qualities, crime, etc.

(*c*) Justification for fiction and other light reading material in the public library:—

Recreation—natural diversion, or escape from everyday living.
Profitable occupation of leisure.
Information and enrichment of human experience.
Cultivation or taste.

(*d*) Evaluation of fiction from the point of view of the reader and library standards. Satisfaction of various tastes of readers of

[1] Houle, Cyril O. *Libraries in adult and fundamental education: the report of the Malmö Seminar.* Paris, Unesco, 1951. (Unesco public library manuals, No. 4.) p. 120.

all ages and different degrees of intelligence. Selection based on:—

(1) Relation to life (true, sensational, exaggerated or distorted).
(2) Accuracy in description.
(3) Originality of conception or expression.
(4) Clear and graphic style.

Fiction is an adult art and the mind of the newly literate adult in Asia is not so mature that the public library could place on its open shelves all kinds of fiction without discrimination. Some titles are too hot for it to handle.

How is the popularity of cheap love stories and wanton tales of crime and detection to be checked by replacing them with suitable types of fiction?

What broad groupings of novels can be made according to their types and their suitability to various levels of maturity?

Should some kinds of fiction be condemned outright?

To what extent should foreign novels (in original or translation) be provided through the public library?

VI. Advanced Reading and the Need of Students

Three student groups can be distinguished:—

(*a*) Students attending formal classes of instruction.
(*b*) Persons of superior formal education, including authors, journalists, engineers, teachers, doctors, lawyers, etc.
(*c*) Newly literate adults of above average I.Q. whose reading tastes and capacities develop continuously.

To what extent should the great works of literature and reference books (in original or translation) be provided by the public library for the first two groups?

How far should the public library go in meeting the requirements of advanced students for technical or professional books?

The third group is peculiar to underdeveloped countries where mass education campaigns are in progress. Its members will, during the next 10–20 years, constitute a large and important part of the library's clientèle and will deserve special encouragement. Their needs will require the provision of carefully graded books on many subjects. The question of grading will be discussed here.

VII. Problems of Multilingual Countries and/or Translation

1. The existence of various languages in almost all parts of Asia has given rise to complicated problems. These include:

(*a*) Diverse vocabularies.
(*b*) Difference of scripts.
(*c*) Inadequacy of vocabularies for technical expression.
(*d*) Lack of suitable material in local languages.
(*e*) Undue pride in, and keen competition between, local languages.
(*f*) Adoption of one local or foreign language (such as Urdu, Hindi, Bengali or English) as the State language on the basis of culture

and desire of some people to read in that language rather than in their own mother tongue.

2. The importance of the European languages (English, French or Dutch) in various countries of Asia because they are:

(*a*) The language of the educated classes for reading and writing.
(*b*) The medium of instruction in higher schools and colleges.
(*c*) The vehicle of expression for State and business transactions.
Selection of materials in those languages.

3. The rapidly growing importance of English as a world language and its popularity among the peoples of Asia. The familiarity of the educated people with books written in English and the ease they feel in reading such books.

How should a proper balance be achieved between material in local languages and in popular foreign languages?

What are the problems to be faced in translation from one local language to another and from foreign languages to the local ones?

How can the inadequacies of expression in local languages be overcome when translation into them from other languages becomes difficult and obscure? Through adaptation rather than translation? •

To what extent should foreign writing be represented in translations in the public library?

The masterpieces of world literature can immediately be made available through English translation to the English reading public throughout the whole Near, Middle and Far East.

VIII. Audio-visual Aids and their Use in Public Libraries

1. What are the various types of audio-visual aids and how are these to be made use of at the public library?

(*a*) Graphic and exhibit material.
(*b*) Visual material.
Epidiascopes.
Slides and filmstrips.
Films.
(*c*) Aural material.
Recordings
Radio.
(*d*) Television.

2. What principles are to be observed in selecting material for libraries in underdeveloped areas of Asia?

IX. The Rôle of the Public Library in encouraging the Production of Suitable Reading Material

Should not the library provide a common meeting ground for all agencies interested in the production and improvement of books (such agencies are the State, voluntary organizations, publishers, fundamental and social education centres, etc.)?

1. *Co-operation with State and voluntary organizations:*

How can the assistance and co-operation of the State be obtained on:—

(*a*) Standardization of scripts, type, printing paper and binding material and the adoption of standards by those concerned?
(*b*) Planning and co-ordination of programmes for production of educational material by official and semi-official bodies?
(*c*) Financing (subventions, etc.) in connection with fundamental education experiments and public library development?
(*d*) Getting government staff (scientific and technical) and specialists in private organizations to translate or write suitable books free or for payment?
(*e*) Establishment of publication bureaux and literary workshops as pilot projects?

2. *Co-operation with publishers and author:*

How can the library act as a laboratory to test actual and potential use of books by finding out:—

What books are popular and useful?
What subjects are wanted?
How style, formats, types, printing processes, paper and binding affect the choice of readers?

3. *Co-operation with fundamental and social education centres:—*

The use of the public library has in recent years proved an effective instrument of adult education in underdeveloped areas where fundamental education campaigns are in progress. A social education department has become a necessary adjunct of the modern public library.

How can close, continuous and complete co-operation be developed between the public library and the fundamental and social education centres?

How can the public library prove useful as natural centre for persons who are engaged in investigation and research on matters relating to:—

Degrees of literacy?
Methods of rapid tuition?
Prevention of relapse into illiteracy?
Reading tastes and habits?
Retarded progress in reading?
Maintaining interest in reading?
Inadequacies of available reading material?
Deficiencies in specific subjects?

Publication of subject bibliographies and preparation of graded lists for adult students.

How can the public library assist in the production of suitable reading material?

STAGE D'ÉTUDES INTERNATIONAL DE L'UNESCO
SUR LE DEVELOPPEMENT DES BIBLIOTHÈQUES PUBLIQUES EN ASIE
Delhi (Inde) 6–26 Octobre 1955

A Selective List of Recent Publications and Films in English and French on the subject of the Seminar

Liste choisie de publications et de films récents en anglais et en français, traitant des subjects discutés au stage

CONTENTS
TABLE DES MATIERES

I. Adult and Fundamental Education
Education des Adultes et Education de Base

- A. General.
  Généralités.
  - 1. In Asia and Australasia.
    En Asie et en Océanie.
- B. Periodicals.
  Périodiques.

II. Librarianship
La Profession de Bibliothécaire

- A. Professional training.
  Formation professionnelle.
  - 1. Manuals.
    Manuels.
- B. Periodicals.
  Périodiques.
- C. Films on libraries.
  Films sur les bibliothèques.

III. Public Libraries—Establishment and Purpose
Etablissement et buts de la Bibliothèque Publique

- A. The public library as an educational force.
  Rôle éducatif de la bibliothèque publique.
- B. Legislation and finance.
  Législation et finances.
- C. Surveys.
  Enquêtes.
- D. Co-operation between public libraries.
  Coopération entre bibliothèques publiques.
- E. Public library systems.
  Organisation de la lecture publique.
  - 1. In Asia and Australasia.
    En Asie et en Océanie.
- F. Publicity.
  Publicité.
  - 1. Exhibits.
    Expositions.

IV. Collections
Collections

- A. Selection of books.
  Choix des livres.
- B. Easy-to-read books.
  Ouvrages de lecture facile.
- C. Audio-visual material.
  Matériel audio-visuel.
  - 1. Films and filmstrips.
    Films et films fixes.
  - 2. Radio, television and recordings.
    Radio, télévision et disques.

V. **Public Library Buildings**
Batiments a L'usage des Bibliothèques Publiques

General.
Généralités.

VI. **Administration and Organization**
Administration et Techniques

A. General.
Généralités.

B. Statistics and reports.
Statistiques et rapports.

C. Personnel.
Personnel.

D. Technical processes.
Méthodes techniques.

E. Use of books and libraries as sources of information.
Utilisation des livres et des bibliothèques comme sources d'information.

F. Library extension.
Extension des bibliothèques.

1. Educational activities.
Les bibliothèques et l'éducation.

2. Rural and county libraries.
Bibliothèques régionales.

3. Bookmobiles.
Bibliothèques mobiles; bibliobus.

VII. **Library Service for Children and Young People**
Bibliothèques pour Enfants et la Jeunesse

A. Public library services.
Services de bibliothèques publiques.

B. School libraries.
Bibliothèques scolaires.

I. Adult and Fundamental Education
Education des Adultes et Education de Base

A. *General*
Généralités

1. BRIGGS, Asa. *Workers education for international understanding.* A study sponsored by the International Federation of Workers Educational Associations. Paris, Unesco, 1954. (Educational studies and documents, No. 8). 42 p.
2. HUTCHINSON, Edward M. 'International contact in adult education; a backward glance and a forward view', *Adult Education,* v. 5, Autumn 1954, p. 30–36.
3. LUND, Ragnar, ed. *Scandinavian adult education. Denmark, Finland, Norway, Sweden.* Copenhagen, Det Danske Forlag (1949). 303 p.
4. New York Adult Education Council. *Adult education for everybody.* New York, New York Adult Education Council, 1954. 112 p.
5. NOVRUP, Johannes. *Adult education in Denmark.* Copenhagen, Det Danske Forlag, 1952. 78 p. illus.
6. ORATA, Pedro T. *Community education abroad.* Manila, Unesco Philippine Education Foundation, 1954. 105 p.
7. UNESCO. *Advanced training for international service in fundamental education.* Orientation Seminar, 20 August–19 September, 1952. 30 p. mimeo.
8. ———. *Basic facts and figures/Faits et chiffres,* Paris, Unesco, 1954, 2nd edn. 88 p.

9. UNESCO. *Education for community development; a selected bibliography/L'éducation pour le développement général des collectivités.* Paris, Unesco, 1954. (Educational studies and documents, No. 7.) 40 p.

10. ———. *Films and filmstrips about education/Films et films fixes sur l'éducation.* Paris, Unesco, 1952. (Press, film, radio, No. 3.) 17 p.

11. ———. *Inter-American Seminar on Illiteracy and Adult Education/Stage d'études de Quitandinha sur la lutte contre l'analphabétisme et l'éducation des adultes dans les deux Amériques.* Summary report. Paris, Unesco, 1950. (Occasional papers in education, No. 1.) 41 p.

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13. ———. *Literacy education; selected bibliography/L'éducation des analphabètes; bibliographie choisie.* Paris, Unesco, 1950. (Occasional papers in education, No. 5.) 43 p.

14. ———. *Seminar on the Rôle of Social Studies in Education for living in a World Community, Manila, 1954.* Paris, Unesco, 1954. 21 p.

15. ———. *The use of mobile cinema and radio vans in fundamental education/Les camions de cinéma et de radio dans l'éducation de base.* Paris, Unesco, 1950. (Press, film and radio in the world today.) 192 p. illus.

16. ———. *The use of vernacular languages in education/L'emploi des langues vernaculaires dans l'enseignement.* Paris, Unesco, 1953. 154 p.

17. ———. *Visual aids in fundamental education; some personal experiences/Le rôle des auxiliaires visuels dans l'éducation de base, comptesrendus de quelques expériences.* Paris, Unesco, 1952. (Press, film and radio in the world today.) 168 p. illus.

18. ———. *World handbook of educational organizations and statistics/Répertoire international de l'organisation et des statistiques scolaires.* Paris, Unesco, 1952. 470 p.

19. ———. *Youth and fundamental education/Jeunesse et éducation de base.* Paris, Unesco, 1954. (Monographs on fundamental education, No. 9.) 86 p.

20. WILLIAMS, J. Grenfell. *Radio in fundamental education/La radio et l'éducation de base.* Paris, Unesco, 1950. (Press, film and radio in the world today.) 164 p.

21. YANG, Hsin-Pao. *Adult education in rural communities/L'éducation des adultes dans les communautés rurales.* Paris, Unesco, 1950. (Occasional papers in education, No. 3.) 27 p.

1. *In Asia and Australasia*
En Asie et en Océanie

22.* Australia. Office of Education. *A short bibliography on Australian education with reference index.* Prepared by the Commonwealth Office of Education. Sydney, 1954. 81 p.

23. BOWERS, J. B. 'The Unesco group training scheme for fundamental education (Mysore). L'expérience Unesco de formation collective

de spécialistes de l'éducation de base à Mysore', *Fundamental and adult education*, v. 7, January 1955, p. 27–31.

24. Ceylon. Department of Rural Development. *Administration report of the Director of rural development for 1953.* Colombo, Government Publications Bureau, 1954. 23 p.
25. HAYDEN, Howard. *Motoriki ; a pilot project in community development.* London, Oxford University Press, 1954. 180 p. illus.
26. Hindustani Talimi Sangh. *A picture and programme of post-basic education (adolescent education in Nai Talim).* Sevagram, Wardha, 1954. 126 p.
27. India. National Library. *Adult education : a bibliography of select books.* Calcutta, National Library, 1953. 65 p.
28. Japan. Ministry of Education. Research Bureau. *Education in Japan ; a graphic presentation.* Tokyo, Ministry of Education, 1954. 62 p. illus.
29. KOUTAISSOFF, E. 'Les campagnes contre l'analphabétisme en U.R.S.S./Campaigns against illiteracy in U.S.S.R.', *Education de base et éducation des adultes*, v. 4, October 1952, p. 12–17.
30. MATHUR, V. S. 'Some aspects of workers' education in India/ Quelques aspects de l'éducation des travailleurs en Inde', *Fundamental and adult education*, v. 7, January 1955, p. 3–8.
31. MUCHAKU, Seikyo, ed. *Echoes from a mountain school.* Tokyo, Kenkyusha Ltd., 1953. 70 p.
32. NAIK, J. F. *Research and experiment in rural education.* New Delhi, Ministry of Education, 1953. 53 p.
33. *National Seminar (on the) Training of Social Education Workers, Bihar, 1953 Report.* Delhi, Indian Adult Education Association, 1954. 96 p.
34. New Zealand. Department of Island Territories. *Report on education in Western Samoa*, by C. E. Beeby, Wellington, Government Printing, 1954. 39 p.
35. PARKYN, G. W., ed. *The administration of education in New Zealand.* Wellington, New Zealand Institute of Public Administration, 1954. (Studies in public administration, No. 2.) 121 p.
36. SASSANI, Abul H. K. *Education in Pakistan.* Washington, D.C., U.S. Government Printing Office, 1954. 92 p.
37. Thailand. Ministry of Education. *Chachoengsao pilot project ; educational development.* Bangkok, Ministry of Education, 1953. 86 p. illus.
38. UNESCO. *Rebuilding education in the republic of Korea/Reconstitution de l'enseignement dans la république de Corée.* Paris, Unesco, 1954. 224 p.
39. ———. *Report of the mission to Afghanistan/Rapport de la mission en Afghanistan.* Paris, Unesco, 1952. 88 p.
40. ———. *Report of the mission to Burma/Rapport de la mission en Birmanie.* Paris, Unesco, 1952. 92 p.
41. ———. *Report of the mission to the Philippines/Rapport de la mission aux Philippines.* Paris, Unesco, 1950. 76 p.
42. ———. *Report of the mission to Thailand/Rapport de la mission en Thailande.* Paris, Unesco, 1950. 56 p.
43. ———. *They can't afford to wait : a story of Unesco Technical Assistance in South-East Asia/ Ceux qui ne peuvent attendre.* Paris, Unesco, 1952. 33 p. illus.

44. UNESCO. Group Training Scheme for Fundamental Education, Mysore. *Progress record of the literacy team in the preparation of literacy teaching materials.* Mysore, 1954. 10 p.
45. ———. Philippine Educational Foundation. *Education for freedom, 1901–1951.* Manila, National Printing Co., 1953. 383 p.
46. Warnasuriya, W. M. A. 'Teacher training in Ceylon', *Journal of the National Education Society of Ceylon*, v. 3, May 1954, p. 6–17.

B. *Periodicals*
Périodiques

47. *Adult Education.* A quarterly publication of the Adult Education Association of the United States of America, 1201, 16th St., N.W. Washington, D.C.
48. *Adult Education.* A quarterly publication of the National Institute of Adult Education (England and Wales), 35 Queen Anne Street, London, W.1.
49. *Community Development Bulletin.* University of London Institute of Education, Malet Street, London, W.C.1.
50. *Education Abstracts/Revue Analytique de l'Education.* Monthly. Unesco, Paris.
51. *Fundamental and Adult Education; a quarterly bulletin/Education de Base et Education des Adultes; bulletin trimestriel.* Unesco, Paris.
52. *International Review of Education/Revue Internationale de Pédagogie.* 'S-Gravenhage, Martinus Nijhoff, Hamburg.
53. *Mass Education Bulletin.* Quarterly. Mass Education Clearing House, Colonial Department, University of London Institute of Education, Malet Street, London, W.C.1.
54. *Oversea Education.* A journal of educational experiment and research in tropical and sub-tropical areas. H.M.S.O. London.
55. *Unesco Courier/Le Courier.* Monthly. Unesco, Paris.
56. *Visual Education.* Published monthly by the National Committee for Visual Aids in Education, 33 Queen Anne Street, London, W.1.

II. Librarianship
La Profession de Bibliothécaire

A. *Professional training*
Formation professionnelle

57. Asheim, Lester, ed. *The core of education for librarianship.* Chicago, American Library Association, 1954. 80 p.
58. Brainard, Edith N. 'To the young library school graduate', *Wilson Library Bulletin*, v. 28, February 1954, p. 491-492, 496.
59. Briet, Susanne. *Enquête sur la formation professionnelle des bibliothécaires et des documentalistes (Inquiry concerning professional education of librarians and documentalists).* Paris, Unesco, 1950. 191 p. mimeo.
60.• Bryan, Alice J. *The public librarian.* With a section on the education of librarians by Robert D. Leigh. New York, Columbia University Press, 1952. 474 p.
61. Carnovsky, Leon, ed. *International aspects of librarianship.* Chicago, University of Chicago Press, 1954. 124 p.

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63. CHANDRASEKHARAN, K., ed. *Library science in India.* Silver Jubilee Volume presented to the Madras Library Association. Madras, 1953. 203 p.
64. CLIFT, David H. 'Opportunities ahead', *Library Journal,* v. 79, January 1954, p. 11–16.
65. DANE, Chase. 'The benefit of comparative librarianship', *Australia Library Journal,* v. 3, July 1954, p. 89–91.
66. DANTON, J. Periam. *Education for librarianship/La formation du bibliothécaire.* Paris, Unesco, 1949. (Unesco public library manuals, No. 1.) 98 p.
67. ERICHSEN, Anna. 'The making of a librarian', *Education Quarterly,* September 1953, p. 174–179.
68. GERDWAN, M. 'Library education in Norway', *Abgila,* v. 3, December 1953, p. 175–178.
69. GRASBERGER, Franz. 'On the psychology of librarianship', *Library Quarterly,* v. 24, January 1954, p. 35–46.
70. HARRISON, Kenneth C. *First steps in librarianship.* London, Grafton & Co., 1950. 135 p. illus.
71. JENSEN, E. Allerslev. 'La formation professionnelle des bibliothécaires danois', *Libri,* v. 4, No. 2, 1954, p. 130–134.
72. KINGERY, Robert E. *Opportunities in library careers.* New York, Vocational Guidance Manuals, 1952. 112 p.
73. LEIGH, Robert D., ed. *Major problems in the education of librarians.* New York, Columbia University Press, 1954. 116 p.
74. MAURIN, Raissa. *A survey of Soviet literature in library science, 1948–52.* Washington (no publishers), 1954. 149 p.
75. MORRIS, John. 'University training for librarianship', *Australian Library Journal,* v. 3, July 1954, p. 81–86.
76. POINDRON, P. 'La formation professionnelle des bibliothécaires et la lecture publique', *Bulletin d'informations de l'A.B.F.,* No. 7, 1952, p. 2–5.
77. REVILLE, O. 'Bibliothèques et bibliothécaires en Amérique et en France', *A.B.C.D.,* Mars-Avril, 1953.
78. SHERA, Jesse H. 'Education for librarianship; an integrated approach', *American Library Association Bulletin,* v. 48, March 1954, p. 129-130, 169–173.
79. SHORES, Louis, ed. *Challenges to librarianship.* Tallahassee, Florida State University, 1953. (Florida State University studies, No. 12.) 156 p.
80. STALIMANN, Esther L. 'Library internships: history, purpose and a proposal', *University Illinois Library School Occasional Papers,* No. 37, January 1954. 23 p.

1. *Manuals*
Manuels

81. BACH, Charles Henri, et ODDON, Yvonne. *Petit guide du bibliothécaire.* Paris, Bourrelier, 1953, 4ème éd. 178 p. illus.
82. BAKER, H. and ABRAMOVITZ, A. *Handbook of library methods for beginners.* Pretoria, Non-European Library Service, 1954. 66 p.

83. British Columbia. Department of Education. *Library manual for the public schools of British Columbia.* Victoria, 1949. 103 p.
84. CACERES, G., *et al. Regards neufs sur la lecture.* Paris, Editions du Seuil, 1949. (Collection Peuple et Culture.) 190 p. illus.
85. CUNDIFF, Ruby Ethel. *Manual of techniques in library organization.* Chicago, Wilcox & Follett, 1953. (Follett Contribution to Library Education.) 60 p.
86. DEPASSE, Charles. *Manuel du bibliothécaire.* Liège, Editions Biblio, 1951, 4ème éd. 203 p.
87. DOUGLAS, Mary Peacock. *Teacher librarian's handbook.* Chicago, American Library Association, 1949, 2nd ed. 166 p. illus.
88. Library Service of Western Australia. *A handbook for local librarians.* Perth, Library Board of Western Australia, 1954. 38 p. mimeo.
89. NEGHERBON, V. R. and TOBIN, M. M. *Bibliographic and library manual.* Loretta, Pa., Saint Francis College, 1953. 48 p.
90. RANGANATHAN, Shiyali R. and SIVARAMAN, K. M. *Library manual.* Delhi, Indian Library Association, 1951. 216 p. illus.
91. THOMPSON, Lawrence S. *The main outlines in library science.* Summary of the courses given in Ankara and Istanbul between December 1951 and February 1952. 34 p. mimeo.
92. UNESCO public library manuals/Manuels de l'Unesco à l'usage des bibliothèques publiques. (Series.) Paris, Unesco.
    1. *Education for librarianship/La formation du bibliothécaire,* by J. Periam Danton. 1949. 92 p.
    2. *Public library extension/L'extension des bibliothèques publiques,* by L. R. McColvin. 1950. 113 p. illus.
    3. *Adult education activities for public libraries/Le rôle des bibliothèques publiques dans l'éducation des adultes,* by C. Thomson, E. Sydney and M. Tompkins. 1950. 102 p. illus.
    4. *Libraries in adult and fundamental education : the report of the Malmö Seminar/Le rôle des bibliothèques dans l'éducation des adultes et dans l'éducation de base : compte rendu du stage d'études de Malmö,* by Cyril O. Houle. 1951. 179 p. illus.
    5. *Development of public libraries in Latin America ; the Sao Paulo Conference/Le développement des bibliothèques publiques en Amérique Latine ; Conférence de Sao Paulo.* 1952. 192 p. illus.
    6. *Development of public libraries in Africa ; the Ibadan Seminar/Le développement des bibliothèques publiques en Afrique ; stage d'études d'Ibadan.* 1954. 155 p. illus.
93. VELASCO, Severino I. *Handbook on municipal libraries—1949.* Republic of the Philippines, Department of Education, Bureau of Public Libraries. Manila, Bureau of Printing, 1949. 104 p. illus.

B. *Periodicals*
Périodiques

94. *A.B.C.D.* Archives, Bibliothéques, Collections, Documentation. Bimestrielle (Bimonthly). 65 rue de Richelieu, Paris, France.
95. *American Library Association Bulletin.* Monthly. (Mensuel.) American Library Association, 50 East Huron St., Chicago 11, Ill., U.S.A.

96. *Annals of Library Science.* Delhi University, Delhi, India.
97. *Australian Library Journal.* Quarterly. (Trimestriel.) Library Association of Australia, Public Library, Macquarie St., Sydney, N.S.W., Australia.
98. *Bibliotekar.* Mensuel. (Monthly.) Gosudarstvennaiâ Ordena Lenina Biblioteka Soîuza S.S.S.R. Imeni V.I. Lenina, Moscow.
99. *Granthalaya.* Monthly. (Mensuel.) Hyderabad Library Association, Hyderabad, India.
100. *Indian Librarian.* Quarterly. (Trimestriel.) 223 Model Town, Jullundur City, India.
101. *Library.* Biweekly. (Bi-hebdomadaire.) Library Association, Taipei, Taiwan, Formosa, China.
102. *Library Association Record.* Monthly. (Mensuel.) The Library Association, Chaucer House, Malet Place, London, W.C.1., England.
103. *Library Journal.* Biweekly. (Bi-hebdomadaire.) R. R. Bowker Co., 62 West 45th St., New York 19, New York, U.S.A.
104. *Library Quarterly.* 1116 E. 59th St., Chicago 37, Ill., U.S.A.
105. *Library Science Abstracts.* Quarterly. (Trimestriel.) The Library Association, Chaucer House, Malet Place, London, W.C.1., England.
106. *Library Science Quarterly.* Library Science Society, University of Tokyo, Tokyo, Japan.
107. *Libri.* International Library Review. Quarterly. (Trimestriel.) Ejnar Munksgaard 6, Nörregade, Copenhagen K. Denmark.
108. *New Zealand Libraries.* Monthly. (Mensuel.) New Zealand Library Association, c/o National Library Service, Private Bag, Wellington, New Zealand.
109. *Philippine Library Journal.* Monthly. (Mensuel.) Bureau of Public Libraries, Department of Education, Manila, Philippines.
110. *Public Libraries.* Quarterly. (Trimestriel.) Public Libraries Division, American Library Association. Mr. Oscar Everhardt, Acquisitions, Indiana State Library, Indianapolis 4, Indiana, U.S.A.
111. *Unesco Bulletin for Libraries/Bulletin de l'Unesco à l'intention des bibliothèques.* Monthly. (Mensuel.) Unesco, 19 avenue Kléber, Paris, 16e., France.

C. *Films on libraries*
Films sur les bibliothèques

112. *Book (The) (Le Livre).* 16 mm. 20 min. Sound. Black and white. Swedish, English, French and Spanish. 1954. Svensk Filmindustri, Stockholm, Denmark, in co-operation with Unesco.
113. *Books and people; the wealth within.* 16 mm. 14 min. Sound. Colour. English. 1947. Southern Education Film Production Service. Distr.: American Library Association, U.S.A.
114. *Books drive on (The).* 16 mm. 35 min. Sound. Colour. English. 1948. Huron County Library Co-operative, U.S.A.
115. *Books for all (Livres pour tous).* 16 mm. 15 min. Sound. Black and white. English, French, Spanish. 1954. Unesco, Paris, France.

116. *Bookward Ho!* 16 mm. 10 min. Sound. Colour. English. 1947. General Pictures Productions. Distr.: Iowa State Education Association, U.S.A.
117. *Children's corner.* 35 and 16 mm. 10 min. Sound. Black and white. English and French. National Film Board, Canada.
118. *Children's library.* 35 mm. Sound. Black and white. English. 1951. New York Public Library, N.Y., U.S.A.
119. *Choosing books to read.* 10 min. Sound. Black and white. English. 1951. Coronet Instructional Films, U.S.A.
120. *Common heritage.* 16 mm. 20 min. Sound. Colour. English. 1952. Samuel P. Orleans, U.S.A.
121. *Discovering the library.* 16 mm. Sound. Black and white and colour. English. 1954. Coronet Instructional Films, U.S.A.
122. *Free reading for all.* Harman Foundation, U.S.A. Film done for China by the American Library Association in co-operation with Wango Wang.
123. *Help yourself.* 16 mm. 20 min. Sound. Colour. English. 1950. American Library Association, U.S.A.
124. *Impressionable years.* 16 mm. 30 min. Sound. Black and white. English. United World Films Inc. (Castle Films). U.S.A.
125. *It's all yours.* 11 min. Sound. Black and white. English. 1945. Pocket Books Inc., U.S.A.
126. *It's fun to read books.* 16 mm. 10 min. Sound. Black and white and colour. English. 1951. Coronet Instructional Films, U.S.A.
127. *It's your library.* 16 mm. 10 min. Sound. Black and white. English. 1947. Teaching Films Inc., U.S.A.
128. *Keys to the library.* 16 mm. 14 min. Sound. Black and white and kodachrome. English. Distr.: The Van Allyn Institute, Burbank, California, U.S.A.
129. *Know your library.* 16 mm. 10 min. Sound. Black and white and colour. English. 1946. Coronet Instructional Films, U.S.A.
130. *Librarian (The).* 16 mm. 10 min. Sound. Black and white. English. 1947. Distr.: Carl F. Mahnke Productions, U.S.A.
131. *Library (The); a family affair.* 16 mm. 20 min. Sound. Black and white. English. 1952. Brooklyn Public Library, Brooklyn, New York, U.S.A.
132. *Library organization.* 16 mm. 10 min. Sound. Black and white and colour. English. 1951. Coronet Instructional Films, U.S.A.
133. *Library story.* 16 mm. 14 min. Sound. Colour. English. 1952. Encyclopedia Britannica Films Inc., U.S.A.
134. *Library on wheels.* 16 mm. 13 min. Sound. Black and white. English. 1945. National Film Board, Canada.
135. *Making books.* 360 ft. 10 min. Sound. Black and white. English. Encyclopedia Britannica Films Inc., U.S.A.
136. *New chapters.* 16 mm. 25 min. Sound. Colour. English and French. 1947. National Film Board, Canada.
137. *Newcomers visit the library.* 16 mm. 25 min. Silent. Black and white. English. 1940. Wichita City Library, Kansas, U.S.A.
138. *Not by books alone.* 16 mm. 22 min. Sound. Colour. English and French. 1945. Social Documentary Films, U.S.A.
139. *Public libraries.* 35 and 16 mm. Sound. Black and white. English, Czech. 1948. C.S.F.U., Czechoslovakia.

140. *Road to books* (*The*) (*A la découverte du livre*). 16 and 35 mm. 22 min. Sound. Black and white. English, French and Spanish. 1951. Produced by Svensk Filmindustri, Stockholm, Denmark, as a contribution to the work of Unesco.
141. *Small town library*. 16 mm. 10 min. Sound. Black and white. English. 1952. United World Films Inc., U.S.A.

III. Public Libraries—Establishment and Purpose
Etablissement et buts de la Bibliothèque Publique

A. *The public library as an educational force*
Rôle éducatif de la bibliothèque publique

142. American Library Association. *Libraries and adult education.* Report of a study made by the American Library Association. Chicago, American Library Association, 1946. 284 p.
143. BLAKELY, Robert J. 'The library and liberal adult education', *American Library Association Bulletin*, v. 48, April 1954, p. 201–205.
144. BUTLER, Pierce. 'The cultural function of the library', *Library Quarterly*, v. 22, April 1952, p. 79–91.
145. CARNOVSKY, Leon. 'The public library in adult and fundamental education', *Education Abstracts*, v. 5, September 1953, p. 1–4.
146. CHANCELLOR, John Miller, ed. *Helping adults to learn : the library in action.* Chicago, American Library Association, 1939. 296 p.
147. CHARI, R. K. 'The rôle of the library in the modern community', *Indian Librarian*, v. 8, December 1953, p. 104-105.
148. CORY, John Mackenzie. 'The educational opportunity of the library', *Public Libraries*, v. 7, May 1953, p. 1–5.
149. COWEY, H. 'Adult education and the library in Oamaru', *New Zealand Libraries*, v. 14, September 1951, p. 197–203.
150. DATTA, Bimal Kumar. 'Library development to fight against illiteracy', *Indian Librarian*, v. 9, June 1954, p. 22–26.
151. EASON, Helga M. 'An adult education programme: its first year', *Wilson Library Bulletin*, v. 29, December 1954, p. 302–305.
152. GOODRICH, Mildred. 'Adult education in Anniston', *American Library Association Bulletin*, v. 49, February 1955, p. 84–86.
153. HAWES, Marion E. 'Crime and the citizen (adult education in action)', *American Library Association Bulletin*, v. 48, April 1954, p. 221–225.
154. HOULE, Cyril O. *Libraries in adult and fundamental education ; the report of the Malmö Seminar/Le rôle des bibliothèques dans l'éducation des adultes et dans l'éducation de base ; compte rendu du stage d'études de Malmö.* Paris, Unesco, 1951. (Unesco public library manuals, No. 4.) 179 p. illus.
155. New Zealand Library Association. Standards Committee. 'Adult education and the public library', *New Zealand Libraries*, v. 14, November 1951, p. 276–280.
156. O'REILLY, R. N. 'Library evangelism and the educational functions of the public library', *Library Quarterly*, v. 17, January 1947, p. 27.
157. RALPH, R. G. *The library in education.* London, Turnstile Press, 1949. 144 p.
158. SMITH, Helen Lyman. *Adult education activities in public libraries.* Chicago, American Library Association, 1954. 96 p.

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Personnel

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QUESTIONNAIRE—I

Serial No..............

Code No..............

Interviewer's Name.................. ...
Place of interview:
Library
Deposit Station
Home or Office of the Interviewee

1. Name ....

2. (*a*) Residential Address

....

....

....

Code No.

(*b*) Distance Scale:

(*a*) Within ¼ mile	1
(*b*) Within ½ mile	2
(*c*) Within ¾ mile	3
(*d*) Within 1 mile	4
(*e*) Within 1½ miles	5
(*f*) Beyond 1½ miles	6
(*g*) Not available	7

3. Sex:

(*a*) Male	1
(*b*) Female	2

4. Age group:

(*a*) 6–12 years	1
(*b*) 13–16 years	2
(*c*) 17–20 years	3
(*d*) 21–29 years	4
(*e*) 30–44 years	5
(*f*) 45–59 years	6
(*g*) 60 and above	7

Code No.

5. Religion:

(*a*) No answer	0
(*b*) Hindu	1
(*c*) Muslim	2
(*d*) Christian	3
(*e*) Parsi	4
(*f*) Sikh	5
(*g*) Jain	6
(*h*) Buddhist	7
(*i*) Others	8
(*j*) No religion	9

6. Education:

(*a*) No answer	0
(*b*) Primary	1
(*c*) Middle	2
(*d*) Matric—(Ratan)	3
(*e*) Intermediate—(Bhushan)	4
(*f*) B.A.—(Prabhakar)	5
(*g*) M.A.—(Shastri & Sahitya Ratan)	6
(*h*) Professional education	7
(*i*) No formal education	8

Any Technical Education:

(*a*) Through Regular Institution	1
(*b*) Through Apprenticeship	2

7. Occupation:

(*a*) No answer	0
(*b*) Unskilled	1
(*c*) Skilled	2
(*d*) Clerical	3

Code No.

(e) Business—Small 4
(f) Business—Medium 5
(g) Technical or Supervisory 6
(h) Professional 7
(i) Official and Managerial 8
(j) Student—School 9
(k) Student—College or University 10
(l) Student—Professional 11
(m) Housewives 12
(n) Unemployed 13
(o) Retired 14
(p) Others 15

Code No.

8. Marital Status:
(a) Married 1
(b) Single 2
(c) Widow 3
(d) Widower 4

9. If married, number of children:
(a) No child 1
(b) One child 2
(c) Two children 3
(d) Three children 4
(e) Four children and above 5

QUESTIONNAIRE—II

Code No.

1. How did you come to be aware of the existence of this library before you joined it?
आप को इस लायब्रेरी के बारे में कहां से पता लगा?
(a) No answer 0
(b) I saw in the newspaper 1
(c) I heard about it from friends and relations 2
(d) I saw the library 3
(e) Others 4

2. Did you have any difficulty in becoming member of this library?
क्या आप को यहां का मैम्बर बनने में कुछ मुश्किल हुई थी?
(a) Yes 1
(b) No 2
If yes, what difficulties?
(यदि हां तो) क्या मुश्किल हुई?
(a)
(b)
(c)
(d)
(e)

3. How many persons of your family besides yourself are members of the library?

Code No.

क्या आप के परिवार में से कोई और भी यहां का मैम्बर है?
(a) None 1
(b) One 2
(c) Two 3
(d) Three 4
(e) Four and more 5

4. How long have you been a member here?
आप यहां के मैम्बर कब से हैं?
(a) No answer 0
(b) For the last 6 months or less 1
(c) For the last one year 2
(d) For the last two years 3
(e) For the last three years 4
(f) Since the library started 5

5. (a) How do you usually come to the library?
आप आमतौर पर यहां कैसे आते हैं?
(a) Walking 1
(b) Cycling 2
(c) By Bus 3
(d) By Car 4
(e) By other means of transport (which) 5

(b) Is the library on your way to your office/

college/school/market/
any other place where
you go regularly?

क्या लायब्रेरी आप के दफ्तर, बाजार, स्कूल, कालिज या किसी और जगह जाने के रास्ते में पड़ती है ?

(*a*) Yes 1
(*b*) No 2

6. Do you use the library?

आप लायब्रेरी कब ज्यादा आते हैं ?

(*a*) More often in summer, why? 1

(*b*) More often in winter, why? 2

(*c*) Both summer and winter? 3

7. What languages can you read?

आप कौन २ सी भाषाएं पढ़ सकते हैं ?

(*a*) English 1
(*b*) Hindi 2
(*c*) Urdu 3
(*d*) Bengali 4
(*e*) Tamil 5
(*f*) Punjabi 6
(*g*) Marathi 7
(*h*) Gujarati 8
(*i*) Others 9

8. In what languages do you usually read books from this library?

आप कौन २ सी भाषा की किताबें यहां से लेते हैं ?

(*a*) English 1
(*b*) Hindi 2
(*c*) Urdu 3

Code No.

9. Have you used the library since last one year? How often?

क्या आप पिछले साल से यहां से किताबें लेते रहे है ? कितनी बार ?

(*a*) No 1
(*b*) Once a week 2
(*c*) Once a fortnight 3
(*d*) Once a month 4
(*e*) Once in six months 5
(*f*) Once in a year 6

10. What was the interval of time between your last two visits to Delhi Public Library?

आप आज से पहले लायब्रेरी कब गये थे और उस से पहले गये कितने दिन हो गये ?

(*a*) No answer 0
(*b*) Less than a week 1
(*c*) A week 2
(*d*) A fortnight 3
(*e*) A month 4
(*f*) 3 months 5
(*g*) 6 months 6
(*h*) A year 7

11. What for do you come to this library?

आप लायब्रेरी में किस लिये आते है ?

(*a*) To read books 1
(*b*) To read newspapers 2
(*c*) To read periodicals 3
(*d*) To take advantage of other services of the library 4
(*e*) To spend time and take rest 5
(*f*) Any other 6

12. For what purposes do you read books from this library?

आप का लायब्रेरी से किताबें लेने का क्या मकसद है ?

Code No.

(a) For College or School Assignment 1
(b) To pass examinations 2
(c) To improve ability in reading 3
(d) To improve knowledge to get better job 4
(e) To increase knowledge in general 5
(f) Just for interest 6
(g) Any other 7

13. How many books have you borrowed in the last month?

आपने पिछले महीने में कितनी किताबें लीं ?

(a) No answer 0
(b) None 1
(c) One 2
(d) Two 3
(e) Three 4
(f) Four 5
(g) More than four 6

14. How many books have you borrowed during the last one year?

आपने पिछले साल कुल कितनी किताबें लीं ?

(a) No answer 0
(b) None 1
(c) 1–5 2
(d) 6–10 3
(e) 11–30 4
(f) More than 30 5

15. What do you mainly read?

आप कैसी किताबें पढ़ना पसन्द करते हैं?

(a) Fiction 1
(b) Non-Fiction 2
(c) Both Fiction and Non-Fiction 3

16. (a) Do you borrow books entirely for your—

Code No.

क्या आप किताबें :

(a) Own use 1
(b) Family members 2
(c) Friends 3

(b) Approximately how many people use the books you borrow yourself?

आप के इलावा और कितने लोग आप की लायब्रेरी की किताब पढ़ लेते हैं ?

(a) None 1
(b) One 2
(c) Two 3
(d) Three 4
(e) Four or more 5

17. Do you read aloud for the members of your family or friends?

क्या आप किताबें अपने परिवार या दोस्तों को पढ़ कर भी सुनाते हैं ?

(a) Yes 1
(b) No 2

18. Wherefrom did you get your books before you became a member of this library?

यहां के मैम्बर बनने से पहले आप कहां से किताबें पढ़ते थे ?

(a) Rental library 1
(b) Circulating library 2
(c) School/college library 3
(d) Village library 4
(e) Book-stalls 5
(f) Friends and neighbours and relations 6
(g) Home 7
(h) Others 8
(i) Did not read 9

19. (a) (i) Do you have a small library at your home or a collection of books of your own?

क्या आप के पास भी किताबों का संग्रह है ?

Code No.

(a) Yes 1
(b) No 2

(ii) How many books approximately do you think you have?

आप के पास लगभग कितनी किताबें हैं?

(a) No answer 0
(b) Below 10 1
(c) Between 11–20 2
(d) Between 21–30 3
(e) Between 31–40 4
(f) Between 41–50 5
(g) Above 50 6

19. (b) (i) Are you a member of any other library at present?

(a) Yes 1
(b) No 2

If yes, which library?

(ii) Were you ever a member of—

Deposit Station of the Delhi Public Library.

(a) Yes 1
(b) No 2

The Mobile Van of the Delhi Public Library.

(a) Yes 1
(b) No 2

20. (i) How many hours did you spend reading in the library during the past one week?

लायब्रेरी में आप पिछले हफ़्ते कितने घन्टे पढ़े ?

(a) Nil 1
(b) 1–4 hours 2
(c) 5–10 hours 3
(d) More than 10 hours 4

Code No.

(ii) How many hours did you spend reading away from the library during the past one week?

लायब्रेरी से बाहर आप पिछले हफ़्ते कितने घन्टे पढ़े ?

(a) Nil 1
(b) 1–4 hours 2
(c) 5–10 hours 3
(d) More than 10 hours 4

21. What is your preference for the place of reading?

आप को कहां पढ़ना ज्यादा पसन्द है ?

(a) Home 1
(b) Library 2

I prefer to read at HOME because:

(a) I can share with my family 1
(b) I find quiet atmosphere 2
(c) I can concentrate more 3
(d) I can relax and read 4
(e) I can read at leisure 5
(f) There is more space 6
(g) There are too many people around in the library 7
(h) I have no time to read in the library 8
(i) Hours do not suit me as I read late at night 9

I prefer to read at the LIBRARY because:

(a) There is easy access to books 1
(b) There is a variety of choice 2
(c) There is more space 3
(d) There is quiet atmosphere 4
(e) There are too many people at home 5
(f) I can concentrate more 6

22. Would you say that since joining this library you

have been reading more books than you read before?

जब से आप यहां के मैम्बर बने हैं क्या आप ज्यादा किताबें पढ़ने लगे हैं?

(*a*) A great deal more	1
(*b*) A bit more	2
(*c*) About the same	3
(*d*) A bit less	4
(*e*) A great deal less	5

23. (i) Do you use the library also for:

आप लायब्रेरी में ज्यादातर क्या पढ़ते हैं?

(*a*) Newspapers?	1
(*b*) Periodicals?	2
(*c*) Any other?	3

(ii) What newspapers and periodicals do you read in the library? State names:

आप कौन २ से अखबार और रसाले पढ़ते हैं?

Newspapers:

(*a*)
(*b*)
(*c*)
(*d*)
(*e*)
(*f*)

Periodicals:

(*a*)
(*b*)
(*c*)
(*d*)
(*e*)
(*f*)

24. (i) Do you read any periodicals and newspapers other than those you see in the library?

जो रसाले लायब्रेरी में आते हैं क्या इनके इलावा आप कोई और भी रसाले पढ़ते है?

(*a*) Yes	1
(*b*) No	2

(ii) Where do you get them from?

यह आप कहां से लेते हैं?

(*a*) From News Stand	1
(*b*) I hire them from book-shop	2
(*c*) From neighbours and friends	3
(*d*) I buy them	4
(*e*) Others	5

25. Are there any other periodicals you would like to see in the library? State titles:

क्या आप कुछ और रसाले लायब्रेरी में मंगवाना चाहते हैं? नाम बताइये?

(*a*)
(*b*)
(*c*)
(*d*)

26. Did you read any periodicals and newspapers before you became a member of this library?

क्या यहां का मैम्बर बनने से पहले भी आप अखबार और रसाले पढ़ते थे?

(*a*) Yes	1
(*b*) No	2

27. Do you usually read periodicals on:

आप को किस किसम के रसाले पसन्द हैं?

(*a*) Religion?	1
(*b*) Politics?	2
(*c*) Literature?	3
(*d*) Technical?	4
(*e*) Professional?	5
(*f*) Humour?	6
(*g*) Stories?	7
(*h*) General?	8
(*i*) Others?	9

Code No.

For Children

(*a*) Children's Magazines 1
(*b*) Comics 2
(*c*) Others 3

28. (i) Do you use the library's other services also?

क्या आप लायब्रेरी के और प्रोग्रामों में भी भाग लेते हैं?

(*a*) Yes 1
(*b*) No 2
(*c*) I am not aware of them 3

(ii) Of all the Library Services, which ones do you attend and to what extent do you enjoy them?

(यदि हां) आप लायब्रेरी के कौन कौन से प्रोग्राम देखने आते हैं। इन में से आप को कौन से ज्यादा पसन्द है?

SERVICES	Attended: No	Attended: Yes	Enjoy: Like it immensely	Enjoy: Like it	Enjoy: Indifferent	Enjoy: Do not like	Enjoy: Do not like it at all	
(*a*) Radio Listening								1
(*b*) Attending Movies								2
(*c*) Group discussions and talks								3
(*d*) Music recitals								4
(*e*) Drama and Play Reading								5
(*f*) Listening Stories								6
(*g*) Borrow Records								7
(*h*) Indoor games								8
(*i*) Any other								9

(iii) How often do you attend these services?

Code No.

इन प्रोग्रामों में आप कितनी दफ़ा भाग लेते हैं?

A. *Hear the Radio* (in a week)

रेडियो सुनना (हफ्ते में)

(*a*) Less than an hour 1
(*b*) 1–3 hours 2
(*c*) 4–6 hours 3
(*d*) 7–10 hours 4
(*e*) More than 10 hours 5
(*f*) Whenever there is a good programme 6

B. *Attend Movies*

सिनमा देखना—

(*a*) Once a week 1
(*b*) Once a fortnight 2
(*c*) Once a month 3

C. *Attend Group Discussion and Talks*

वाद संवाद—

(i) (*a*) Once a week 1
(*b*) Once a fortnight 2
(*c*) Once a month 3

(ii) Do you participate?

क्या आप भाग भी लेते हैं?

(*a*) Yes 1
(*b*) No 2
(*c*) Sometimes 3

D. *Attend Musical Recital:* (last one year)

संगीत प्रोग्राम (साल में)

(i) (*a*) Once 1
(*b*) Twice 2
(*c*) Three times 3
(*d*) Four times 4
(*e*) More than four times 5

(ii) Do you participate?

क्या आप भाग भी लेते है?

(*a*) Yes 1
(*b*) No 2
(*c*) Sometimes 3

Code No.

E. *Drama and Play Reading :* (last one year)

नाटक (साल में)

(i) (*a*) Once 1
(*b*) Twice 2
(*c*) Three times 3
(*d*) Four times 4
(*e*) More than four times 5

(ii) Do you participate?

क्या आप भाग भी लेते हैं ?

(*a*) Yes 1
(*b*) No 2
(*c*) Sometimes 3

29. Did you first use the library for reading or for other services?

आप यहां के मैम्बर किताबें, अखबार, रसाले पढ़ने के लिये बने थे या और प्रोग्रामों में भाग लेने के लिये ?

(*a*) Reading books, reference material and newspapers, etc. 1
(*b*) Other services 2

30. Since you joined this library, and started reading library books, do you in any way:

जब से आप लायब्रेरी के मैम्बर बने और आपने किताबें लेनी शुरू कीं, तब से क्या आप निम्नलिखित कामों में ज्यादा या कम समय बिताते हैं :

Services	Devote more time	Devote less time	Almost the same	
(*a*) Reading News-papers				1
(*b*) Listening to Radio				2
(*c*) Going to Movies				3
(*d*) Sports and Games				4
(*e*) Other leisure time activities				5

Code No.

31. What time do you usually read books or other reading materials?

आप किस समय किताबें पढ़ते हैं ?

(*a*) No answer 0
(*b*) In the morning 1
(*c*) During afternoon 2
(*d*) In the evening 3
(*e*) At night 4
(*f*) During holidays 5
(*g*) No fixed time 6

32. Do you make notes on your reading?

क्या आप पढ़ कर नोट्स भी बनाते हैं ?

(*a*) Yes 1
(*b*) No 2

33. Where would you say you get ideas about what books to read?

आप यह कैसे निश्चय करते हैं कि कौन सी किताबें पढ़ें ?

(*a*) No answer 0
(*b*) Friends and other people 1
(*c*) Advertisements 2
(*d*) Book reviews and club suggestion 3
(*e*) Radio, movie and plays 4
(*f*) Library or librarian 5
(*g*) Own choice 6

34. How do you go about in choosing your books in the library?

आप लायब्रेरी में से कैसे किताबें चुनते हैं ?

(*a*) No answer 0
(*b*) By looking at the author you like 1
(*c*) By looking at the subject you like 2
(*d*) By looking at a new book 3
(*e*) Browsing around and opening books at random 4

Code No.

(*f*) By asking the librarian 5
(*g*) By using the card catalogue 6
(*h*) Any famous book you hear of 7
(*i*) Others 8

35. What books have you read recently? Give a list:

हाल में आपने कौन सी किताबें पढ़ी हैं ?

(*a*)
(*b*)
(*c*)
(*d*)
(*e*)

(Probe) What are the last three books you have read?

किन्हीं तीन के नाम बताइये ?

(*a*)
(*b*)
(*c*)

36. (i) Do you know about the card catalogue in the library?

क्या आप 'कार्ड कैटेलौग' के बारे में जानते हैं ?

(*a*) No answer 0
(*b*) Yes 1
(*c*) No 2

(ii) Do you use it?

क्या आप इस का प्रयोग भी करते है ?

(*a*) No answer 0
(*b*) Yes 1
(*c*) No 2

(iii) If no, why not?

(यदि नहीं तो) क्यों ?

(*a*) No answer 0
(*b*) Not accustomed 1
(*c*) Is cumbersome 2
(*d*) Not easily approachable 3

37. (i) Do you know how the books have been classified?

Code No.

क्या आप को पता है कि किताबें भिन्न २ विषयों में कैसे बांटी जाती है ?

(*a*) No answer 0
(*b*) Yes 1
(*c*) No 2

(ii) Do you understand it?

क्या आप इस तरीके को समझते हैं ?

(*a*) No answer 0
(*b*) Yes 1
(*c*) No 2

38. Do you get the kinds of books you want from the library?

क्या जो किताबें आप चाहते हैं आप को लायब्रेरी से मिल जाती हैं ?

(*a*) No answer 0
(*b*) Yes 1
(*c*) Not all—to some extent 2
(*d*) No 3

39. What difficulties have you experienced over the loan of books?

क्या आप को यहां से किताबें लेने में कुछ मुश्किल होती है ?

(*a*) No answer 0
(*b*) Nil 1
(*c*)
(*d*)
(*e*)
(*f*)

40. (*a*) (i) Do you approach the staff for help?

क्या आप कर्मचारियों से कुछ मदद लेते हैं ?

(*a*) Yes 1
(*b*) No 2
(*c*) Do not feel any necessity 3

(ii) If no, why not?

(यदि नही) क्यों ?

(*a*) They do not encourage 1

(*b*) The books are all issued 2
(*c*) The books that interest me are not in the library 3
(*d*) Any other 4

(iii) If yes, do you find the staff co-operative?

क्या कर्मचारी आप की सहायता करते हैं ?

(*a*) Yes 1
(*b*) No 2

(iv) Do you think the help is adequate?

क्या आप उनकी सहायता से संतुष्ट हैं ?

(*a*) Yes 1
(*b*) No 2

40. (*b*) (i) Do you make use of the reference services of the library?

(*a*) Yes 1
(*b*) No 2

(ii) If yes, do you try to get any information from the staff?

(*a*) Yes 1
(*b*) No 2

If no, why not?

(iii) If yes, what kind of information you ask for?

(iv) Are you satisfied with the kind of information you get?

(*a*) Yes 1
(*b*) No 2

If no, why not?

41. Do you find the hours of opening suitable to you?

क्या आप के लिये लायब्रेरी खुलने या बन्द होने का समय ठीक है ?

Code No.

(*a*) Yes 1
(*b*) No 2

42. Do you like the system of access to the shelves?

क्या आप को अलमारी में से खुद किताबें लेने का तरीका पसंद है ?

(*a*) Yes 1
(*b*) No 2

43. (i) At present the library provides books in Hindi, Urdu and English. Do you think you would like books in any other language?

हिन्दी, उर्दू और अंग्रेजी की किताबों के इलावा क्या आप किसी और भाषा की किताबें भी लायब्रेरी में पसंद करेंगे ?

(*a*) Yes 1
(*b*) No 2
(*c*) It does not make any difference to me as I cannot read any other language. 3

(ii) If yes, which language?

(यदि हां तो) आप कौन २ सी भाषाओं की किताबे पसंद करेंगे ?

(*a*) Sindhi 1
(*b*) Punjabi 2
(*c*) Bengali 3
(*d*) Marathi 4
(*e*) Gujarati 5
(*f*) Telugu 6
(*g*) Tamil 7
(*h*) Malayalam 8
(*i*) Others 9

44. The people in charge of this library are interested in finding out how to get more people to use the library. What suggestions do you have?

आप सलाह दीजिये कि लायब्रेरी के और मैम्बर बनाने के लिये क्या करना चाहिये ?

Code No.

(a)
(b)
(c)
(d)
(e)
(f)

45. Is there anything about the library that you would like to see improved or changed?

इस लायब्रेरी की बेहतरी के लिये क्या तबदीलियां की जाएं ?

(i) *Regarding Library Staff :*

कर्मचारियों के बारे में—

(a) No, it is all right 1
(b) Yes 2

What changes ?

(यदि हां तो) कैसे

(ii) *Regarding Building of the Library :*

इमारत के बारे में :

(a) No 1
(b) Yes 2

If yes, then how?

(यदि हां तो) कैसे

(a) Sitting arrangement in reference room 1

(b) General accommodation 2

(c) Arrangement of the rooms of the different sections of the library 3

Code No.

(d) Any other 4

(iii) *Enrolment Procedure :*

सदस्य बनने की विधि—

(a)
(b)
(c)
(d)

(iv) *Programme conducted here :*

यहां के प्रोग्राम :

(a) Yes 1
(b) No 2

A. If yes, in what way?

(यदि हाँ तो) कैसे ?

(i) Radio listening
(ii) Cinema show
(iii) Group discussions and talks
(iv) Music recitals
(v) Drama, and play reading
(vi) Story-telling
(vii) Loan of gramophone records
(viii) Any other

B. Any new programme you would like to be introduced:

क्या कोई और नया प्रोग्राम भी शुरू करना चाहिये ?

(a)
(b)
(c)
(d)
(e)

v. *Books in the Library :*

किताबें :

(a) No 1
(b) If yes, what improvement you want ? 2

Code No.

(यदि हां तो) किस तरह ?

Have you made suggestions for some new books?

क्या आपने कभी नई किताबें मंगाने के लिये कहा है ?

(*a*)	Yes	1
(*b*)	No	2
(*c*)	I am not aware of this system	3

Code No.

If yes, have your suggestions been accepted?

(यदि हां तो) क्या वह किताबें मंगवा दी गई ?

(*a*)	Yes	1
(*b*)	No	2

46. Please read the list and tell me that number of subjects that interest you most.

सूची पत्र पढ़ कर बताइये कि आप को कौन से विषय ज्यादा पसंद हैं ?

LIST OF SUBJECTS

List A

Which of these are you most interested in, and least interested in? Name any four of the following groups in order of preference :—

List A

निम्नलिखित विषयों में से जो चार आप को बहुत पसन्द हैं उन पर निशान लगा दीजिये :—

Most interested

		Code No.		
(*a*)	Famous men and women of the past	1	1.	प्राचीन काल के प्रसिद्ध व्यक्तियों की जीवनियां ।
(*b*)	Famous men and women of today	2	2.	आजकल के प्रसिद्ध व्यक्तियों की जीवनियां ।
(*c*)	Self-improvement	3	3.	आत्म-सुधार
(*d*)	Health—diet and hygiene	4	4.	स्वास्थ्य शिक्षा, भोजन
(*e*)	Politics	5	5.	राजनीति
(*f*)	Economics	6	6.	अर्थ-शास्त्र
(*g*)	World History	7	7.	संसार का इतिहास
(*h*)	Indian History	8	8.	भारत का इतिहास
(*i*)	Psychology	9	9.	मनोविज्ञान
(*j*)	Sport and recreation	10	10.	खेल
(*k*)	Technical knowledge	11	11.	कारीगरी
(*l*)	Art—painting, sculpture, music	12	12.	ललित कलाएं—संगीत, मूर्ति कला, चित्र कला, हस्त कला
(*m*)	Art—literature, plays, poetry	13	13.	साहित्य
(*n*)	Religion	14	14.	धार्मिक
(*o*)	Travel	15	15.	यात्रा
(*p*)	Business methods—accountancy, typewriting	16	16.	व्यापार आदि
(*q*)	Advertising	17	17.	विज्ञापन

	Code No.		
(*r*) Philosophy	18	18.	दर्शन-शास्त्र
(*s*) Sex	19	19.	विवाह संबन्धी
(*t*) Any other not mentioned	20	20.	अन्य

Least interested — कम पसन्द—

(*a*) Famous men and women of the past	1	1.	प्राचीन काल के प्रसिद्ध व्यक्तियों की जीवनियां।
(*b*) Famous men and women of today	2	2.	आजकल के प्रसिद्ध व्यक्तियों की जीवनियां।
(*c*) Self-improvement	3	3.	आत्म-सुधार
(*d*) Health—diet and hygiene	4	4.	स्वास्थ्य शिक्षा, भोजन
(*e*) Politics	5	5.	राजनीति
(*f*) Economics	6	6.	अर्थ-शास्त्र
(*g*) World History	7	7.	संसार का इतिहास
(*h*) Indian History	8	8.	भारत का इतिहास
(*i*) Psychology	9	9.	मनोविज्ञान
(*j*) Sport and recreation	10	10.	खेल
(*k*) Technical knowledge	11	11.	कारीगरी
(*l*) Art—painting, sculpture, music	12	12.	ललित कलाएं—संगीत, मूर्ति कला, चित्र कला, हस्त कला
(*m*) Art—literature, plays, poetry	13	13.	साहित्य
(*n*) Religion	14	14.	धार्मिक
(*o*) Travel	15	15.	यात्रा
(*p*) Business methods—accountancy, typewriting	16	16.	व्यापार आदि
(*q*) Advertising	17	17.	विज्ञापन
(*r*) Philosophy	18	18.	दर्शन-शास्त्र
(*s*) Sex	19	19.	विवाह संबन्धी
(*t*) Any other not mentioned	20	20.	अन्य

List B

Which interests you most, and also which interests you least in novels and stories? Name any four of the following in order of preference:—

List B

कहानियां और उपन्यास

निम्नलिखित विषयों में से जो चार आप को बहुत पसन्द हैं उन पर निशान लगा दीजिये :—

Most interested

(*a*) Love	1	1.	प्रेम कथाएं
(*b*) Stories of modern India	2	2.	आधुनिक भारत की कहानियां
(*c*) Stories of historical India	3	3.	भारतीय इतिहास की कहानियां
(*d*) Stories about other countries	4	4.	देश विदेश की कहानियां
(*e*) Novels about politics or economics	5	5.	आर्थिक और राजनैतिक उपन्यास

Code No.

(*f*) Crime and detective stories	6	6.	जासूसी कहानियां
(*g*) Adventure stories	7	7.	साहसिक कहानियां
(*h*) Stories about psychological problems	8	8.	मनोवैज्ञानिक कहानियां
(*i*) Stories about social problems	9	9.	सामाजिक कहानियां
(*j*) Short stories and plays	10	10.	कहानियां और नाटक
(*k*) Any other not mentioned	11	11.	अन्य

Least interested — कम पसन्द—

(*a*) Love stories	1	1.	प्रेम कथाएं
(*b*) Stories of modern India	2	2.	आधुनिक भारत की कहानियां
(*c*) Stories of historical India	3	3.	भारतीय इतिहास की कहानियां
(*d*) Stories about other countries	4	4.	देश विदेश की कहानियां
(*e*) Novels about politics or economics	5	5.	आर्थिक और राजनैतिक उपन्यास
(*f*) Crime and detective stories	6	6.	जासूसी कहानियां
(*g*) Adventure stories	7	7.	साहसिक कहानियां
(*h*) Stories about psychological problems	8	8.	मनोवैज्ञानिक कहानियां
(*i*) Stories about social problems	9	9.	सामाजिक कहानियां
(*j*) Short stories and plays	10	10.	कहानियां और नाटक
(*k*) Any other not mentioned	11	11.	अन्य

List C — *List C*

For Children — बच्चों के लिए

In which of these are you most interested and least interested? Name any four of the following in order of preference :—

Most interested — बहुत पसन्द—

(*a*) History	1	1.	इतिहास
(*b*) Geography	2	2.	भूगोल
(*c*) Science	3	3.	विज्ञान
(*d*) Arts and recreation	4	4.	ललित कलाएं—चित्र कला, नृत्य कला, संगीत और खेल
(*e*) Biographies	5	5.	जीवनियां
(*f*) Travel	6	6.	यात्रा
(*g*) Religion	7	7.	धार्मिक
(*h*) Health—diet and hygiene	8	8.	स्वास्थ्य शिक्षा और भोजन
(*i*) Self-improvement	9	9.	आत्म सुधार
(*j*) General knowledge	10	10.	ज्ञान विज्ञान
(*k*) Play and poetry	11	11.	नाटक और कविताएं
(*l*) Others	12	12.	अन्य

Code No.

Least interested — कम पसन्द—

(*a*) History	1	1.	इतिहास
(*b*) Geography	2	2.	भूगोल
(*c*) Science	3	3.	विज्ञान
(*d*) Arts and recreation	4	4.	ललित कलाएं—चित्र कला, नृत्य कला, संगीत और खेल
(*e*) Biographies	5	5.	जीवनियां
(*f*) Travel	6	6.	यात्रा
(*g*) Religion	7	7.	धार्मिक
(*h*) Health—diet and hygiene	8	8.	स्वास्थ्य शिक्षा और भोजन
(*i*) Self-improvement	9	9.	आत्म सुधार
(*j*) General knowledge	10	10.	ज्ञान विज्ञान
(*k*) Play and poetry	11	11.	नाटक और कविताएं
(*l*) Others	12	12.	अन्य

List D — *List D*

In which of these are you most interested and least interested? Name any four of the following in order of preference :—

कहानियां

Most interested — बहुत पसन्द—

(*a*) Stories of modern India	1	1.	आधुनिक भारत की कहानियां
(*b*) Stories of historical India	2	2.	भारत की ऐतिहासिक कहानियां
(*c*) Stories of other countries	3	3.	देश विदेश की कहानियां
(*d*) Detective stories	4	4.	जासूसी कहानियां
(*e*) Adventure stories	5	5.	साहसिक कहानियां
(*f*) Fairy tales	6	6.	परियों की कहानियां
(*g*) Picture-books	7	7.	तस्वीर वाली किताबें
(*h*) Humour stories	8	8.	हंसी की कहानिया
(*i*) Bible stories	9	9.	ईसा मसीह की कहानियां
(*j*) Jokes and riddles	10	10.	चुटकले और पहेलियां
(*k*) Comics:	11	11.	कॉम्किस्
(i) Classics		i.	प्रसिद्ध कहानियों के
(ii) Humour		ii.	हंसी के
(iii) Horror		iii.	भयानक
(iv) Romantic		iv.	प्रेम
(*l*) Newspaper comics	12	12.	अखबारों के कॉम्किस्
(*m*) Any other	13	13.	अन्य

Least interested — कम पसन्द—

(*a*) Stories of modern India	1	1.	आधुनिक भारत की कहानियां
(*b*) Stories of historical India	2	2.	भारत की ऐतिहासिक कहानियां
(*c*) Stories of other countries	3	3.	देश विदेश की कहानियां
(*d*) Detective stories	4	4.	जासूसी कहानियां
(*e*) Adventure stories	5	5.	साहसिक कहानियां

	Code No.		
(*f*) Fairy tales	6	6.	परियों की कहानियां
(*g*) Picture-books	7	7.	तस्वीर वाली किताबें
(*h*) Humour stories	8	8.	हंसी की कहानियां
(*i*) Bible stories	9	9.	ईसा मसीह की कहानियां
(*j*) Jokes and riddles	10	10.	चुटकले और पहेलियां
(*k*) Comics:	11	11.	कॉम्किस्
(i) Classics		i.	प्रसिद्ध कहानियों के
(ii) Humour		ii.	हंसी के
(iii) Horror		iii.	भयानक
(iv) Romantic		iv.	प्रेम
(*l*) Newspaper comics	12	12.	अखबारों के कॉम्किस
(*m*) Any other	13	13.	अन्य

DELHI SCHOOL OF SOCIAL WORK, DELHI-8

INTERVIEWER'S REPORT ON THE INTERVIEW

Code No.

1. *Place of Interview :*
   - (*a*) Library 1
   - (*b*) Home 2
   - (*c*) Office 3
   - (*d*) Others 4

2. *Time of Interview :*
   - (*a*) Morning 1
   - (*b*) Afternoon 2
   - (*c*) Evening 3
   - (*d*) Night 4

3. *Date of Interview :*

4. *Time spent on each Interview :*
   - (*a*) 15 minutes 1
   - (*b*) Half an hour 2
   - (*c*) Forty-five minutes 3
   - (*d*) One hour 4
   - (*e*) More than one hour 5

Code No.

5. *Interviewee's attitude towards the Library Service :*
   - (*a*) Very favourable 1
   - (*b*) Favourable 2
   - (*c*) Indifferent 3
   - (*d*) Unfavourable 4
   - (*e*) Very unfavourable 5

   If unfavourable, guess why?

6. *Degree of Report established :*
   - (*a*) Very good 1
   - (*b*) Good 2
   - (*c*) Fair 3
   - (*d*) Bad 4
   - (*e*) Poor 5

   If bad or poor, guess why?

General Remarks :

Published by B. S. Kesavan, National Library, Belvedere, Calcutta, and printed by Norman A. Ellis, Baptist Mission Press, 41A Lower Circular Road, Calcutta.

The issue counter of the Delhi Public Library.

Overleaf:
The Education Minister with the Children in the Library.